

Fee affordability and parental time

Example Day Boarding School (fictitious data)

March 2016



SURVEY PRICING (page only included as part of this example report)**How we make the survey cost-effective**

As the subject of this survey is affordability we have made every effort to ensure that the survey is priced as cost-effectively as we possibly can and so we have spent 6 months getting the survey and reporting right. What this means is that the survey questions and reporting are standard and fixed (allowing of course for differences between day and boarding schools, junior and senior). However, we do understand that a head or bursar may wish to add a few additional questions and we offer this facility if you would like it. You will see the pricing structure below and as we hope you can see we feel it is affordable for every type and size of school.

Pricing

Our pricing varies by the type and size of school. So the cost for large schools is more than for smaller schools and the cost for senior and all-age schools is more than for stand-alone preps. In addition, boarding schools pay slightly more since we provide sub-analyses of results by different type of fee i.e. day pupil, weekly boarder, full boarder, international etc. Additional questions which the school wishes to ask are priced per question and are required to follow a number of fixed question/report formats. Please ask us if you would like further details. All prices below exclude VAT.

Stand-alone Junior and Prep Schools

	Day School	Day/Boarding School *	Boarding School *
Less than 250 pupils	£350	£350	£350
More than 250 pupils	£500	£500	£500
Additional questions (up to 10) - per question £25			

Senior and all-age schools

Day School	Price	Day/Boarding School*	Price	Boarding School *	Price
Less than 300 pupils	£500	Less than 200 pupils	£650	Less than 150 pupils	£800
300 to 500 pupils	£750	200 to 400 pupils	£900	150 to 300 pupils	£1,050
500 to 750 pupils	£1,000	400 to 600 pupils	£1,200	300 to 450 pupils	£1,400
750 to 1000 pupils	£1,500	600 to 800 pupils	£1,750	450 to 600 pupils	£2,000
1000 to 1250 pupils	£1,750	800 to 1000 pupils	£2,000	650 to 800 pupils	£2,250
More than 1250 pupils	£2,000	More than 1000 pupils	£2,250	More than 800 pupils	£2,500
Additional questions (up to 10) - per question £50					

*Day/Boarding schools are defined as having 10% to 50% of boarders, Boarding Schools as having over 50% of boarders. In both cases this is taken over the whole school population participating in the survey.



Dear James

Welcome to the Fee Affordability and Parental Time Survey Report prepared for Example Day Boarding School by Baines Cutler Solutions Ltd. I hope you find it useful.

This survey was conducted in February 2016 and asked parents at Example Day Boarding School to provide confidential and anonymous information on their family circumstances, household earnings, work status and time commitments. The purpose of the survey is to help senior management and governors at Example Day Boarding School better understand their parents as customers and in particular find out how they pay their school fees and the financial and other pressures they face. The data for this survey was collected online by Baines Cutler Solutions Ltd ("BCS") following a request to participate sent by the school. The survey was open for 3 weeks and closed on 15 March 2016. All data is held as the property of BCS and we will not provide data on any individual family (even anonymously) back to the school. This report covers most of the information in the original questionnaire but if schools would like further information or analysis carried out please contact us.

This report necessarily contains a great deal of information about your parental body, much of which you will not have had access to before now. If you would like help in understanding what your report means practically for your school and what actions you might consider taking as a result, please do contact me. In particular I may be able to point you towards areas where your parental body is different from other schools, based on similar surveys we are carrying out for them. As part of the cost of this survey I have built in 20 minutes of time to speak with you – so please feel free to take me up on it!

If you are not aware of them already you may also be interested in our other benchmarking work on school finances, teacher pay and workload, and on fundraising. If you would like to find out more about any of these please contact me or look at our website www.bcsconsultants.co.uk

Yours sincerely

Rhiannon Cutler
Director
Baines Cutler Solutions Ltd
March 2016

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SURVEY BACKGROUND AND PARTICIPATION

Survey Background

This section provides high-level data on how many parents participated in the survey, who they were and which year groups their children are in, the high-level financial commitments they have in terms of mortgages and how many children they are supporting at other schools or at university and then their childcare commitments. The issue of childcare, in term-time and in the half-terms and holidays, is explored later in this report.

Who participated?

The table below shows key data about which parents participated in the survey and then compares this with data for the school as a whole. In all 67% of families participated covering 66% of pupils.

Parents and Pupils	Units	In survey	In school as a whole
Number of Families	Number	200	300
Number of Pupils	Number	331	500

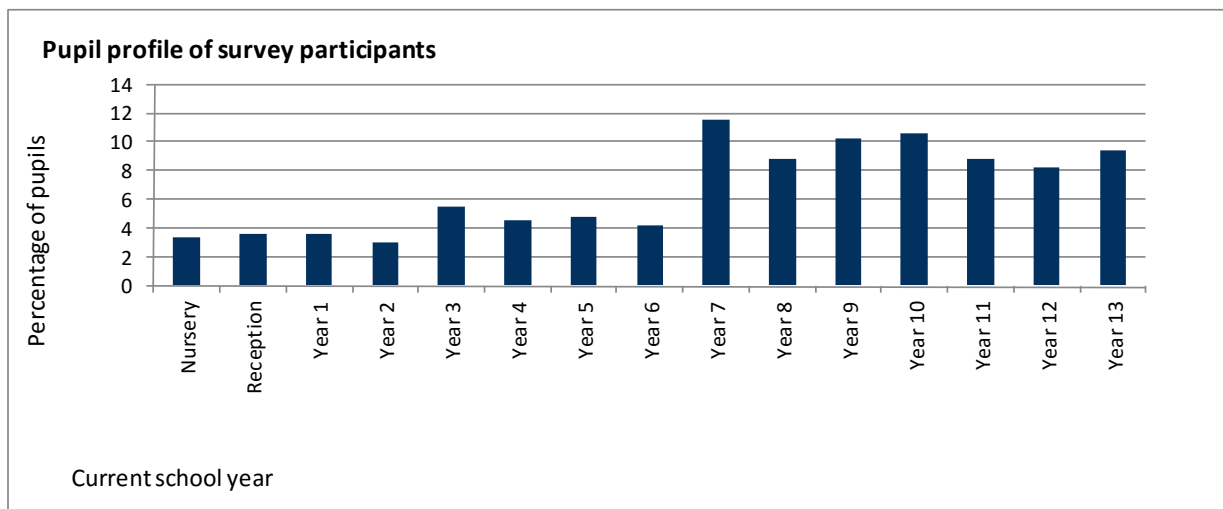
Coverage by type of pupil	Units	In survey	In school as a whole
Girl pupils	%	52	45
Boarding pupils (all boarding types)	%	39	40
Junior and pre-prep pupils	%	33	30

HIGH-LEVEL INFORMATION ABOUT YOUR PARENTAL BODY

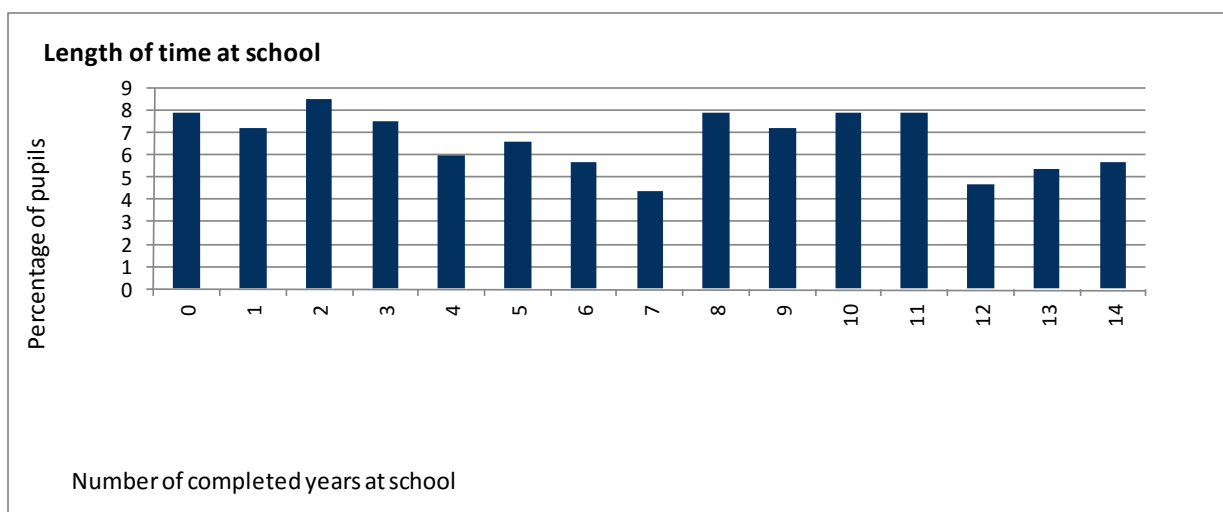
This section provides high-level information about your parental body, their family circumstances and their financial and wider commitments. Such information provides you with a backdrop to help you interpret the rest of the data in this report.

Pupil profile of participants

The graph below shows which school year the pupils covered by this survey are currently in.



The graph below then shows how long the pupils covered by this survey have been at the school (all parts of it)



Financial Commitments - Mortgages, University and Other School Support and Childcare

The table below shows some other high-level information about your participating parental body.

Mortgages	Number	Percentage
Parents with mortgages	110	55
Of these, with fixed rate mortgages	55	50

Supporting other children	Number	Percentage
Parents additionally supporting children at university	105	53
Parents additionally paying fees at another school	34	17

Paying for childcare	Number	Percentage
Parents paying for childcare in the term-time	106	53
Parents paying for childcare in half-terms	106	53
Parents paying for childcare in school holidays	100	50

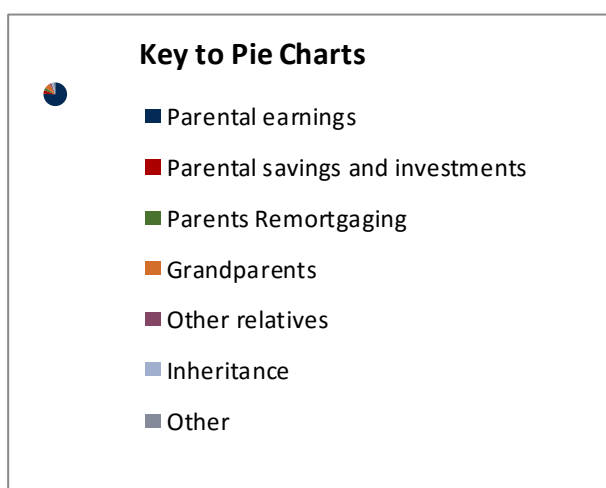
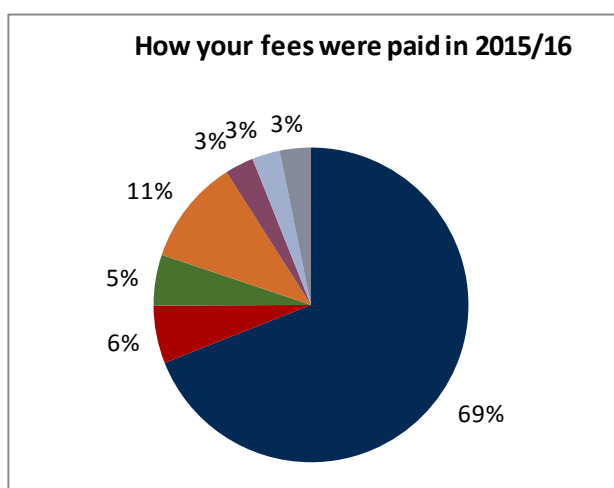
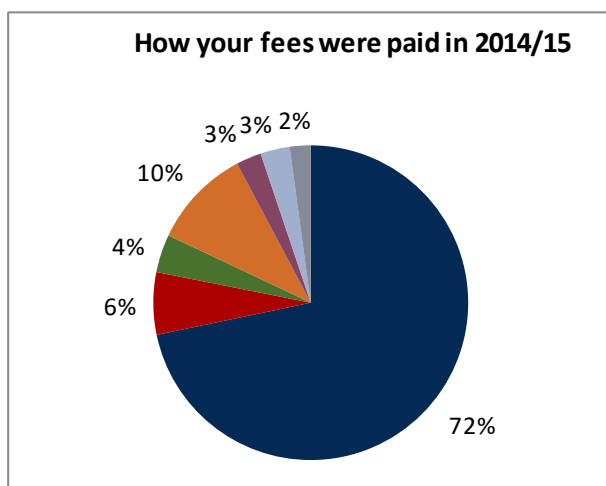
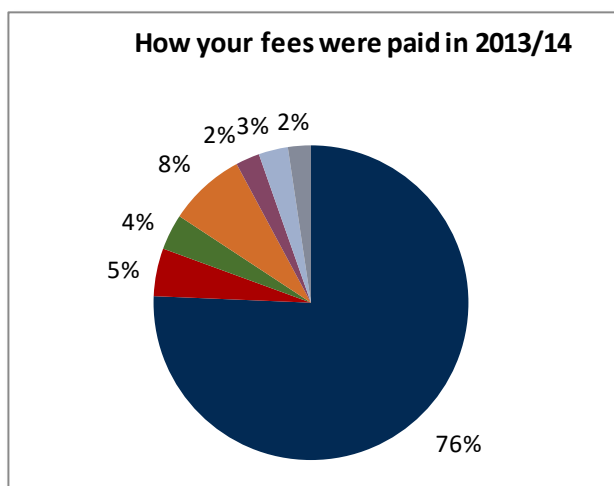
WHO PAYS YOUR SCHOOL FEES AND WHAT INCOME SOURCES DO THEY DRAW ON?

Two key questions all schools ought to know is “who exactly is paying our fees?” and “what sources of income are being used to do this?” This section of the report examines how participating parents paid your fees over the three school years 2013/14, 2014/15 and 2015/16. So for example the survey asked what proportion was being paid by grandparents and/or other relatives and then for the parents themselves, whether the fees were paid from earnings, savings and investments, mortgaging, inheritance or other means.

A connected question is then whether the percentage of fees paid from parental earnings changes with the stage of school which the pupil is at – in other words is it getting harder for parents of younger children to afford fees simply from earnings? Knowing this will help schools better understand how their pricing policies might vary at different stages of school life. Note that for this and all later “earnings” sections of this report we exclude parents who have children who are receipt of means-tested bursaries, as the school already has information on them and their school fees are, at least in part, being met on a means-tested basis by the school itself.

Where does the money come from?

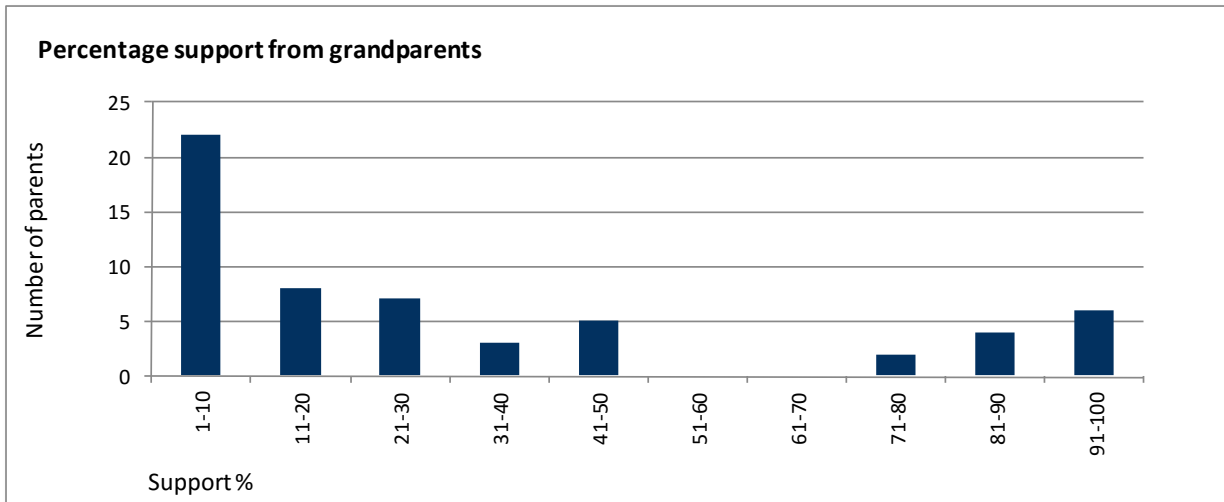
The three pie charts below show how your parents paid your school fees in 2013/14, 2014/15 and 2015/16.



How important is the Bank of Grannie and Grandad?

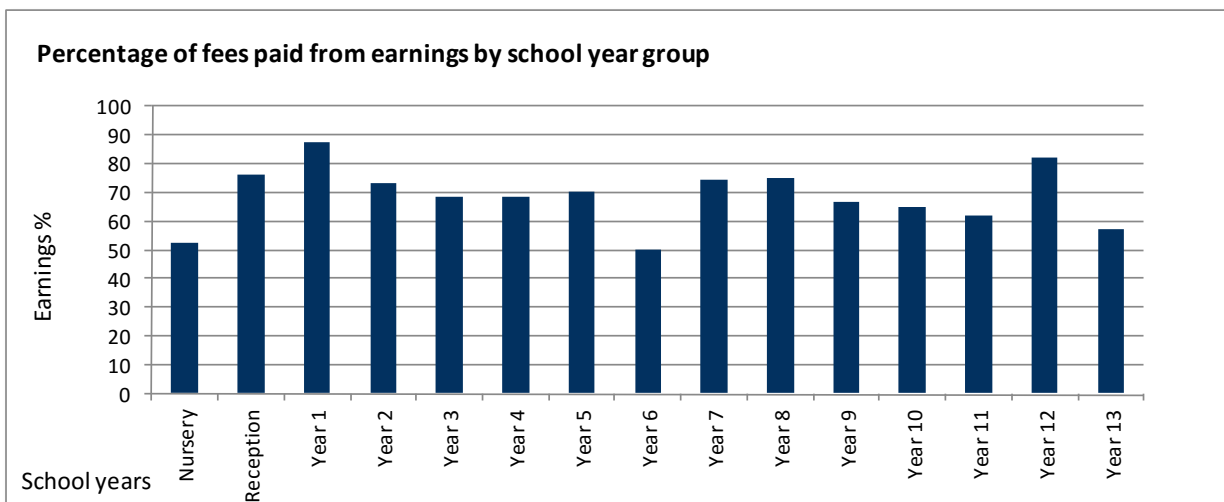
It is widely presumed that the “Bank of Grannie and Grandad” is becoming an increasing source of financial help to the parents of pupils at independent schools but to what extent do parents actually get such help? Of the 189 non-bursary parents who participated in this survey a total of 115 parents representing 61% of the total, had some proportion of their school fees paid by their own parents in at least one of the past three academic years 2013/14, 2014/15 or 2015/16.

Looking at the spread of support the graph below shows the level of grandparental support towards fees in bands of 10%, just for the academic year 2015/16 and only for those families where such support is provided. It is interesting to note that the average level of earnings for those receiving more than 25% grandparental support was £133,426.



Are income sources different at different stages of school life?

One further consideration in understanding fee affordability is whether the proportion of fees paid from earnings changes depending on the stages pupils are at in their school life. To the extent that it does this could inform decisions made about fee levels charged at different stages of the school. The line graph below shows the percentage of fees paid from parental earnings for each school year group. Note that the year group the oldest child in each participating family is currently in at Example Day Boarding School is used for this graph and we look at the academic year 2015/16 only. A later section looks at if this percentage changes when parents have more than one child.

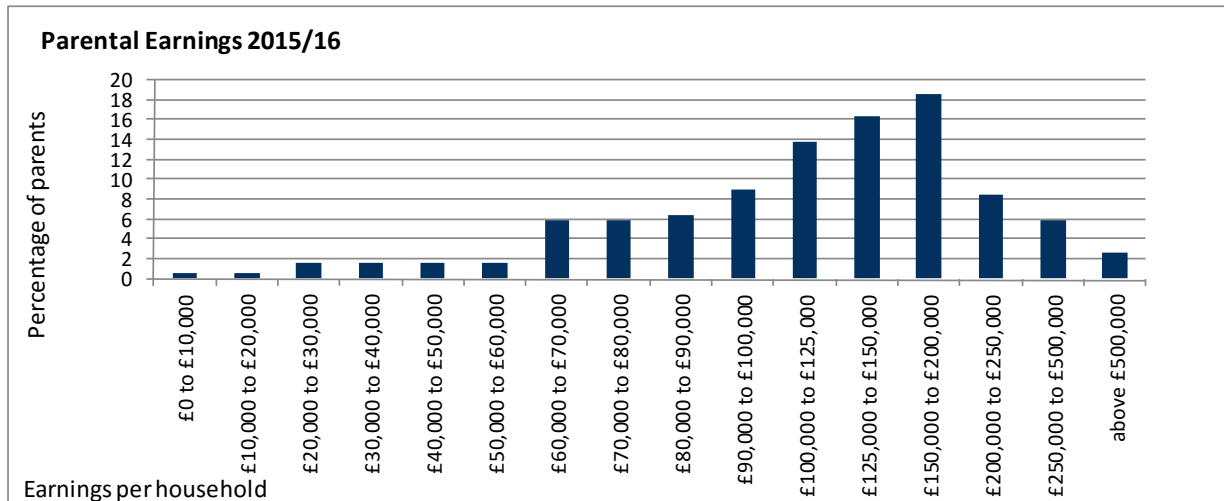


HOW MUCH DO YOUR PARENTS EARN?

This section of the report looks at how much your parents earn and considers whether these figures change depending on the stage of the school their children are at or by parental age. Understanding how earnings vary could be very important information in determining pricing policy at different stages of the school. Note that we have, for the purpose of this report, grouped school years into 6 parts – sixth form (years 12 and 13), upper school (years 9,10,11), middle school (years 7 and 8), upper junior school (years 5 and 6), lower junior school (years 3 and 4) and pre-prep (nursery, reception, years 1 and 2). Not all schools will have all these groups and so some graphs below may be blank. The graphs below show overall earnings data first (i.e. for all parents), then provide the mean and median earnings for each school year and we then look in detail at earnings in each major part of the school. We also look at how earnings levels vary by the age of the parents. As with the previous section, parents in receipt of means-tested bursaries are excluded here (they are covered elsewhere).

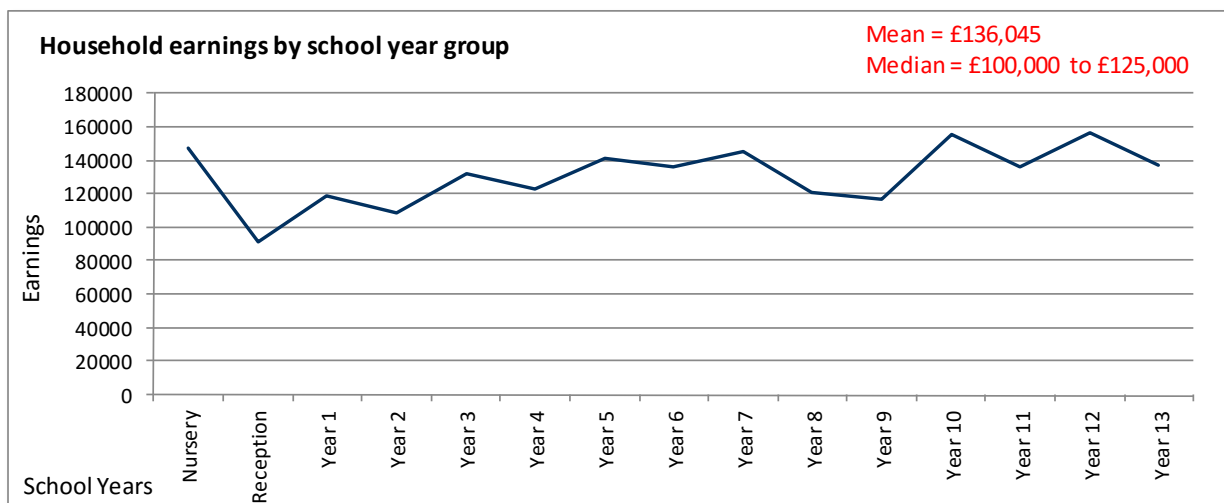
Spread of parental earnings

The graph below shows the spread of earnings for all participating non-bursary parents at your school, for the academic year 2015/16. Note that the figures shown are total earnings per household i.e. including both parents if relevant. The graph excludes households where no parent is in paid employment.



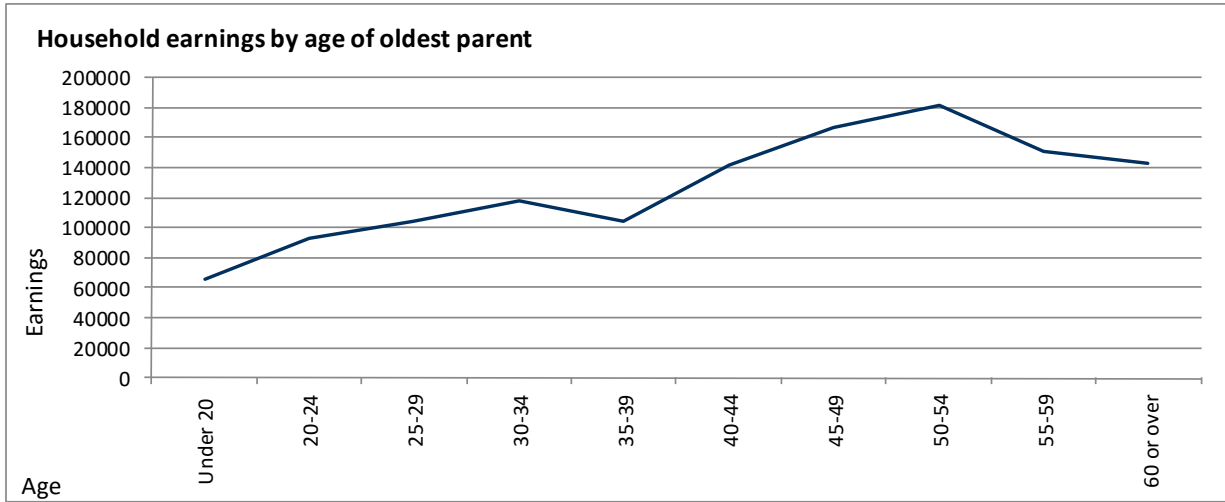
Average Earnings by year group

The graph below shows the average (mean) household earnings of parents in each of your school year groups, using the year group of that family’s oldest child. Full data for each main part of your school is then shown on the following pages, alongside the earnings of parents of differing ages.



Average Earnings by age of parents

The graph below shows the average (mean) household earnings of parents in age brackets, based on the age of the oldest parent in each family.

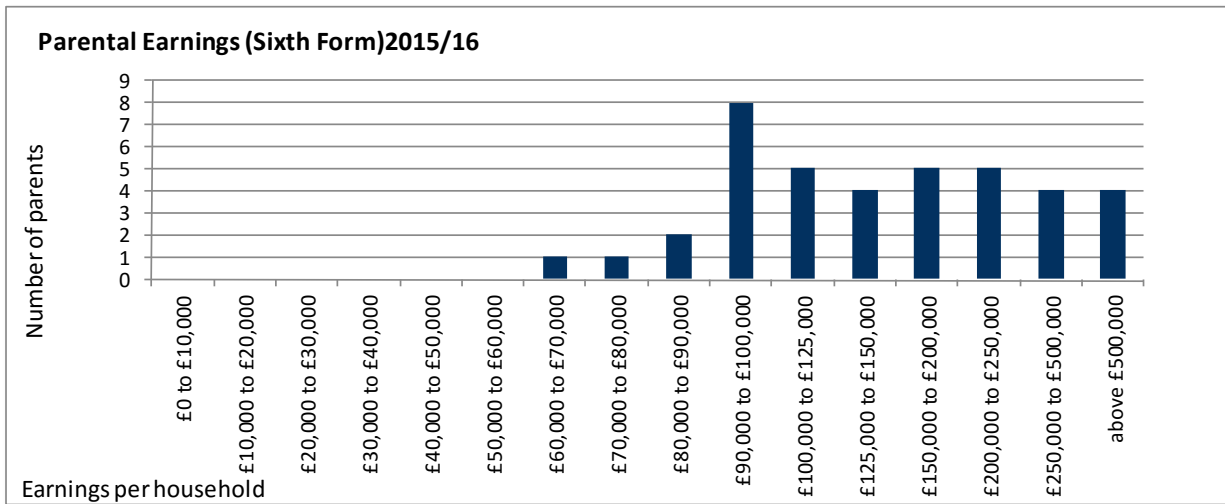


Earnings in different school years

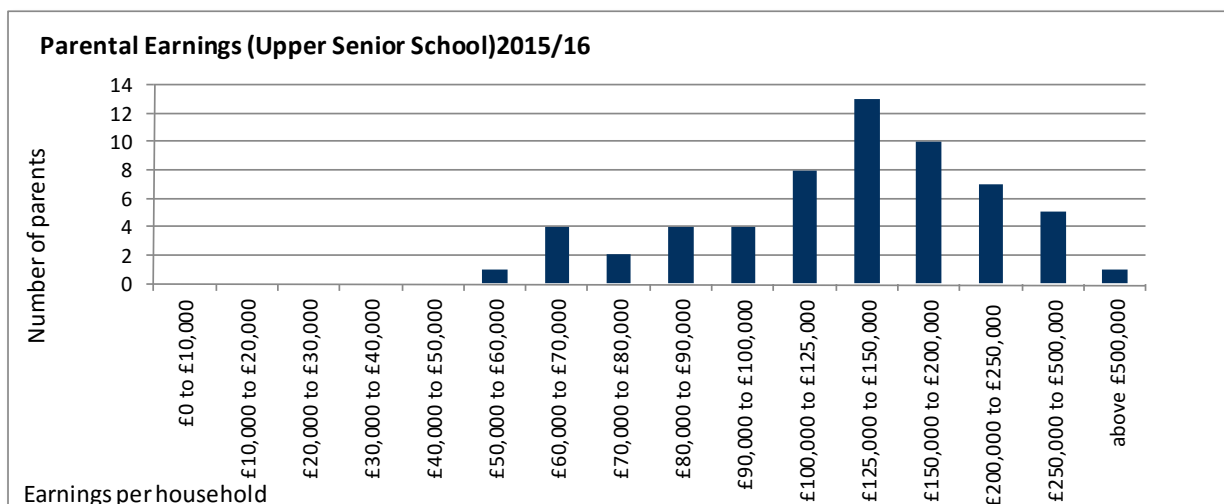
The graphs below show the spread of parental earnings in each main part of your school, based on the age of the oldest child.

Sixth Form

The graph below shows combined parental earnings just for sixth-form parents, based on the age of their oldest child.

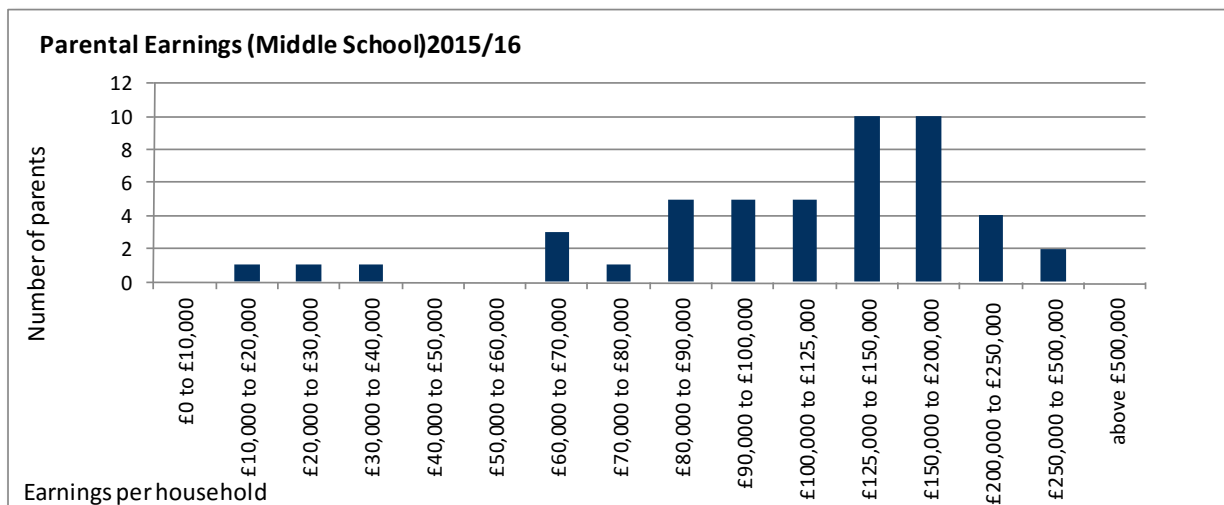


The graph below shows combined parental earnings just for upper school parents, based on the age of their oldest child. We define upper school as being years 9,10 and 11.

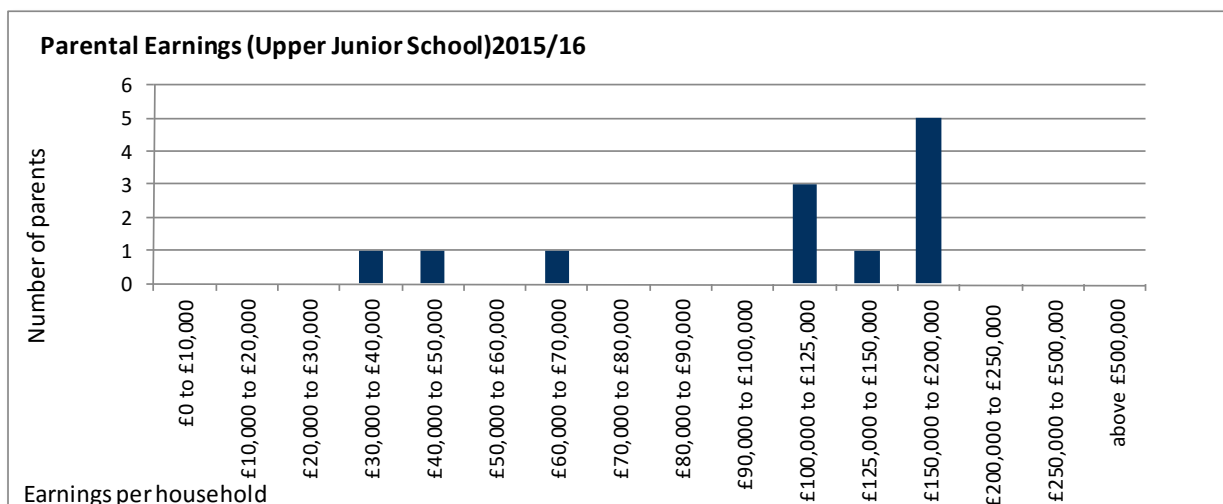


Middle School

The graph below shows combined parental earnings just for middle school parents, based on the age of their oldest child. We define middle school as being years 7 and 8.

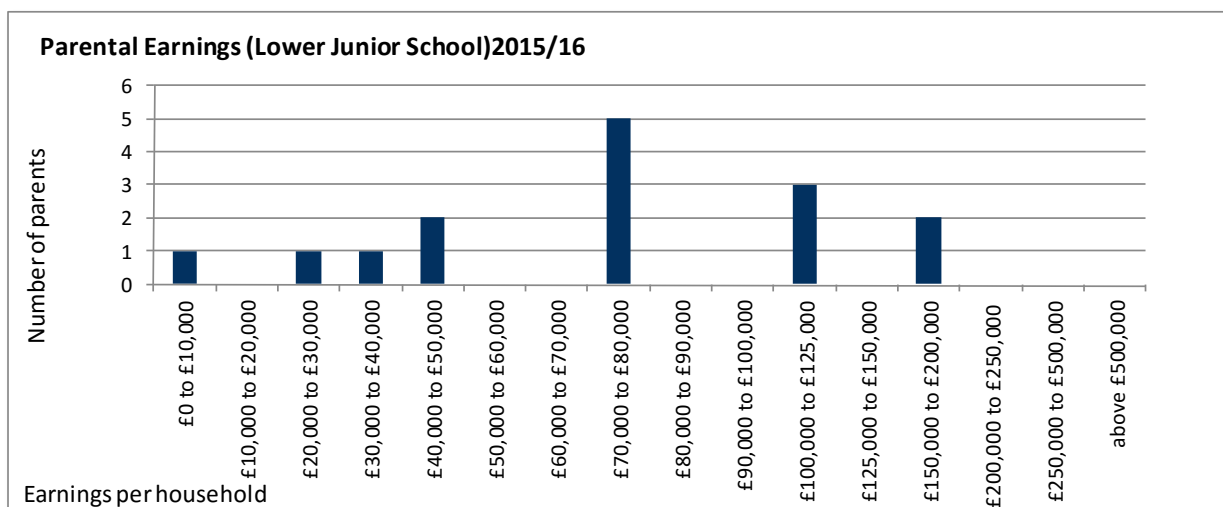


The graph below shows combined parental earnings just for upper junior school parents, based on the age of their oldest child. We define upper junior school as being years 5 and 6.

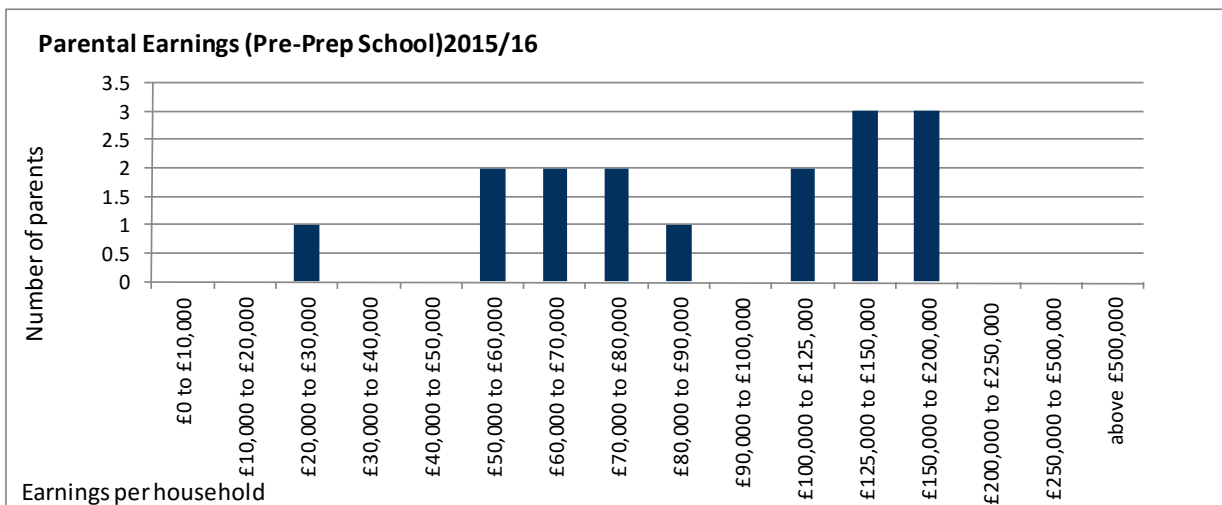


Lower Junior School

The graph below shows combined parental earnings just for lower junior school parents, based on the age of their oldest child. We define lower junior school as being years 3 and 4.



The graph below shows parental earnings just for pre-prep parents, based on the age of their oldest child. We define pre-prep as being nursery, reception and years 1 and 2.

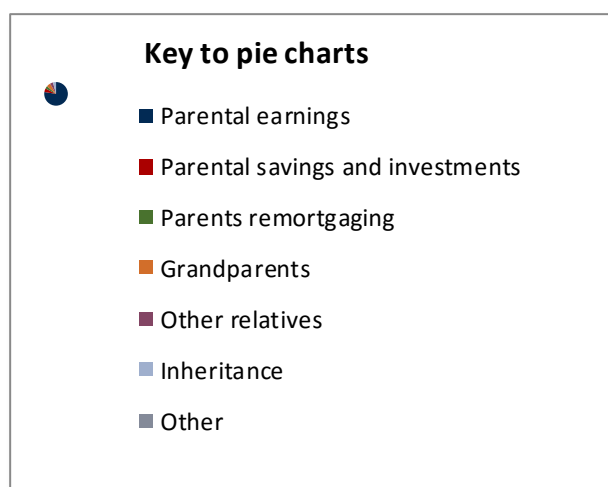
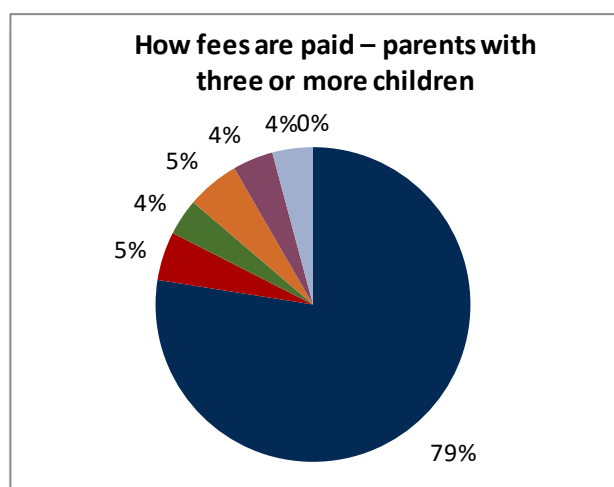
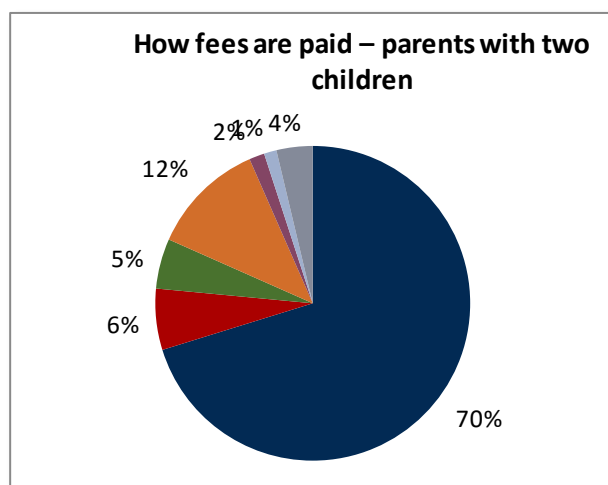
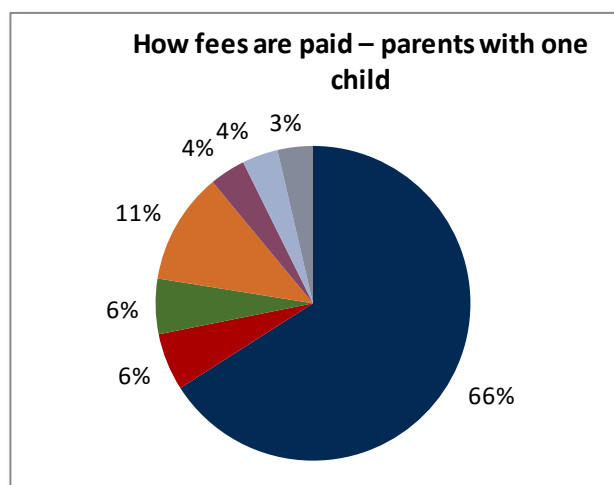


DO PARENTS WITH MORE THAN ONE CHILD EARN MORE OR FINANCE SCHOOL FEES DIFFERENTLY?

Despite most schools offering sibling discount arrangements, paying school fees for two, three or even four children can be very expensive. The question arises as to whether parents with more than one child at Example Day Boarding School pay their fees in different ways, or are simply wealthier and so more able to afford them.

More than one child – does “who pays” vary?

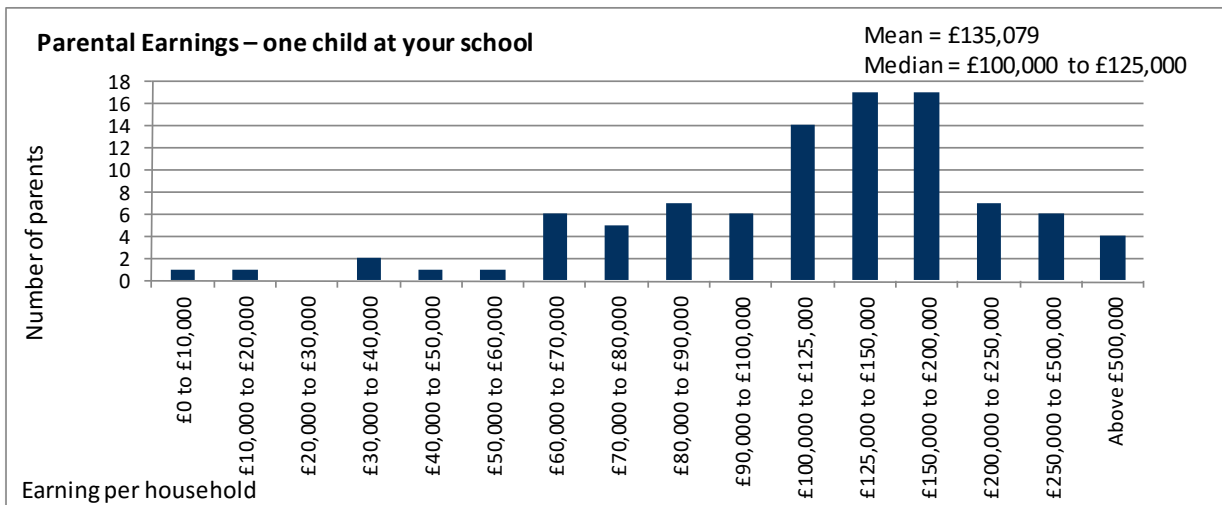
The pie charts below show the percentage of “who pays the fees” data for an average child in families with respectively one, two and three or more children at Example Day Boarding School, for 2015/16 only.



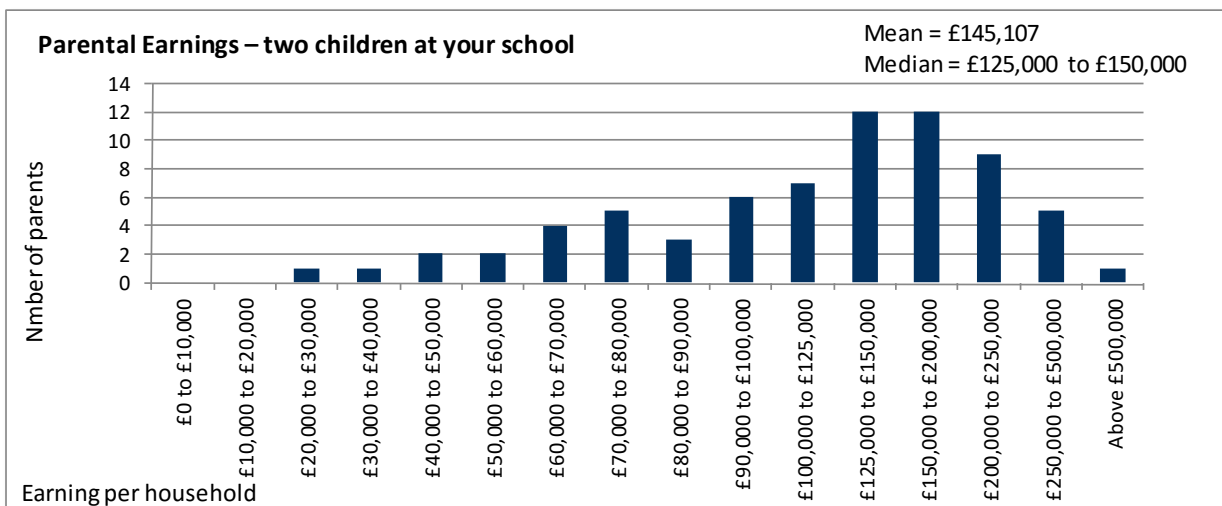
Earnings profile by size of family

The following graphs show the combined household earnings for parents with one, two and three or more children at Example Day Boarding School across all parents surveyed, excluding parents with children on means-tested bursaries. In most schools, whilst parents with more children tend to earn more on average than those with less (they maybe have to in order to afford the fees!) the extent of the higher earnings is often less than the post-tax costs of paying fees for an extra child. The following graphs examine this issue for Example Day Boarding School and schools may find them useful in helping to determine a suitable sibling discount or multi-child means-tested bursary policy. Note that the data in this section reflects children at Example Day Boarding School and that parents may also be paying fees for children at other schools. We look at affordability based on the total number of children at fee-paying schools in a later section.

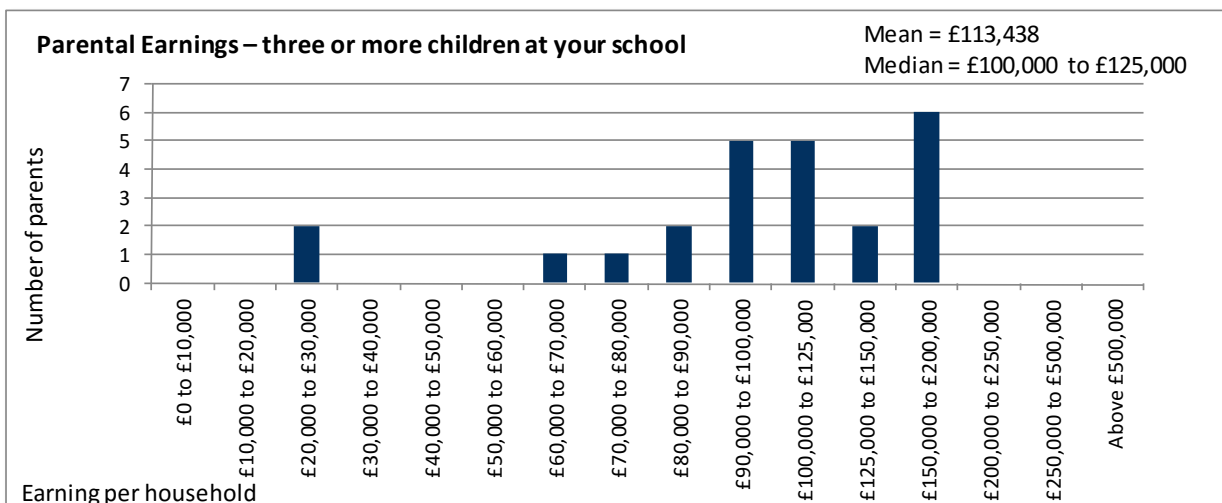
The first graph looks at combined parental earnings for parents with one child at Example Day Boarding School



The second graph looks at combined parental earnings for parents with two children at Example Day Boarding School



The third graph looks at combined parental earnings for parents with three or more children at Example Day Boarding School

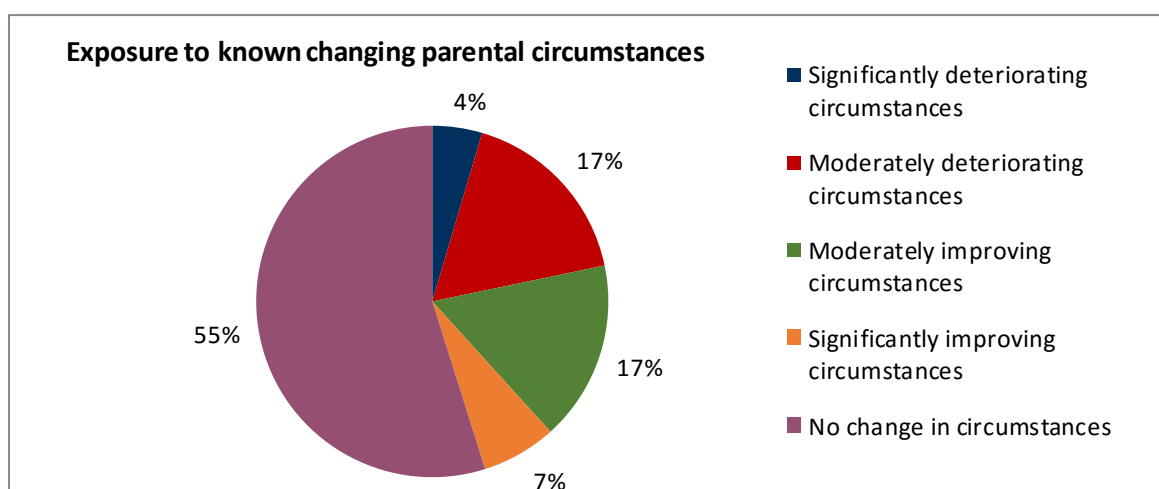
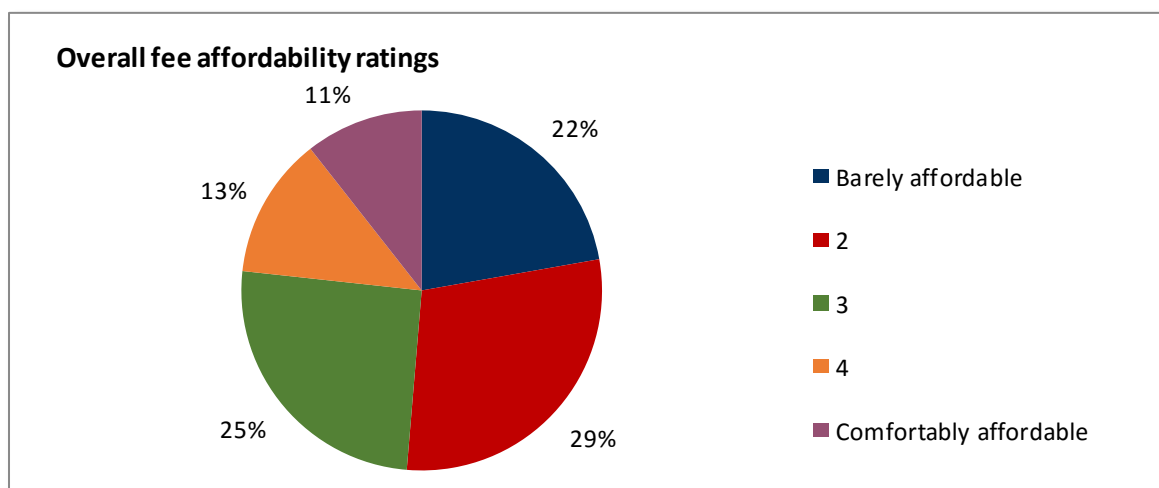


HOW AFFORDABLE DO PARENTS FIND YOUR FEES?

Fee affordability is subjective. However, there is no doubt that some parents find it harder to afford fees than others. The survey asked parents to rate "how affordable have you found school fees over the last three years?" on a scale of 1 to 5 where 1 is barely affordable and 5 is comfortably affordable. This section looks firstly at the spread of responses, then at the earnings levels of those who are finding school fees hard to afford (based on their giving affordability scores of only 1 or 2). The final section looks at some other data for this latter group i.e. which school years their children are in and how many children they have at the school. Such data may help schools in targeting bursary help where it is most needed and useful. Again the information below excludes parents with children in receipt of means-tested bursaries.

Affordability ratings and potential changes in personal or financial circumstances

The first pie chart below shows the fee affordability ratings for your parental body as a whole. The survey then asked, for parents who were anticipating some change in their financial or personal circumstances in the next 3 years, how they expected this change to impact affordability. In the survey 93 parents, representing 49% of the non-bursary parental body said that they expected their circumstances to change. The data provided in the second pie chart is only for these parents who were expecting their circumstances to change, with positive scores indicating improving circumstances and negative scores indicating deteriorating circumstances. This may help a school to understand how exposed they are or are not to known parental changes in circumstances.



Affordability ratings by level of earnings

The table below shows the mean and median household earnings for each of the 5 affordability ratings. A later section looks in more detail at those who are finding fees hard to afford (and so scored 1 or 2).

Affordability rating	Mean household earnings £
1 Barely affordable	80,000
2	108,318
3	154,323
4	192,188
5 Comfortably affordable	218,750

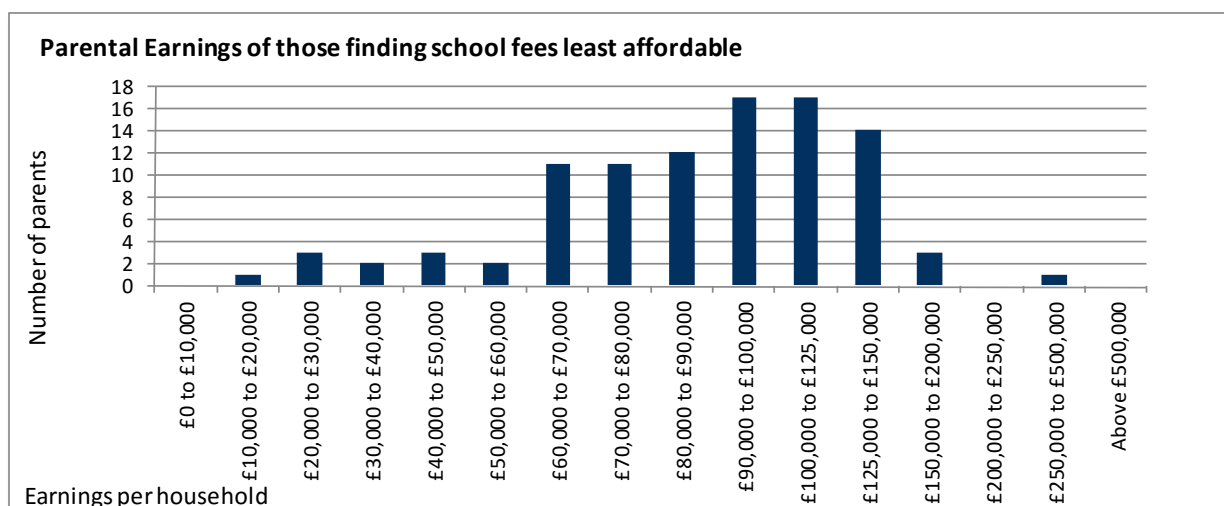
Affordability ratings by number of children

The table below shows the average affordability rating measured by number of children (in total at fee paying schools not just at Example Day Boarding School).

Number of children	Average affordability rating
1	2.81
2	2.49
3	2.35
4	2.63
5	2.50

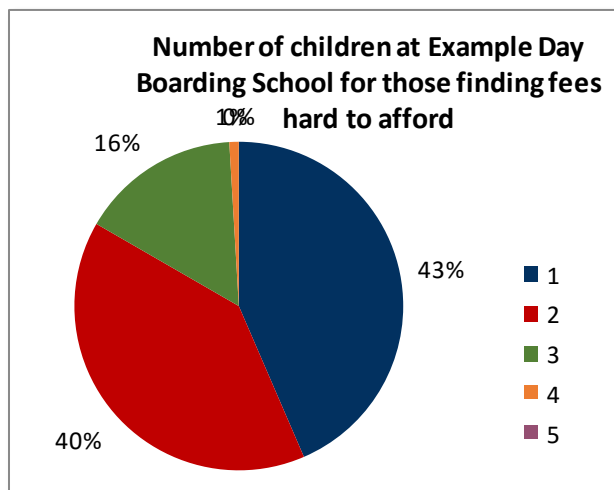
Earnings levels of those finding your fees hard to afford

One of the keys to establishing a sensible approach to a bursary policy is understanding the level of earnings for those who are finding fees hard to afford. We view these as being parents who gave an affordability score of 1 or 2. The graph below shows the spread of earnings for those parents giving these lower scores. A total of 97 parents gave affordability scores of 1 or 2.



Other commitments faced by those finding your fees hard to afford

It is important to note that looking at simple earnings levels may not give the full picture on affordability as one does not know all other parental circumstances. However, from the survey results it is possible to provide more information about this group, as they might be considered your most "marginal parents". The pie chart below shows, for those 97 parents scoring a 1 or a 2 on affordability, how many children they currently had at Example Day Boarding School.



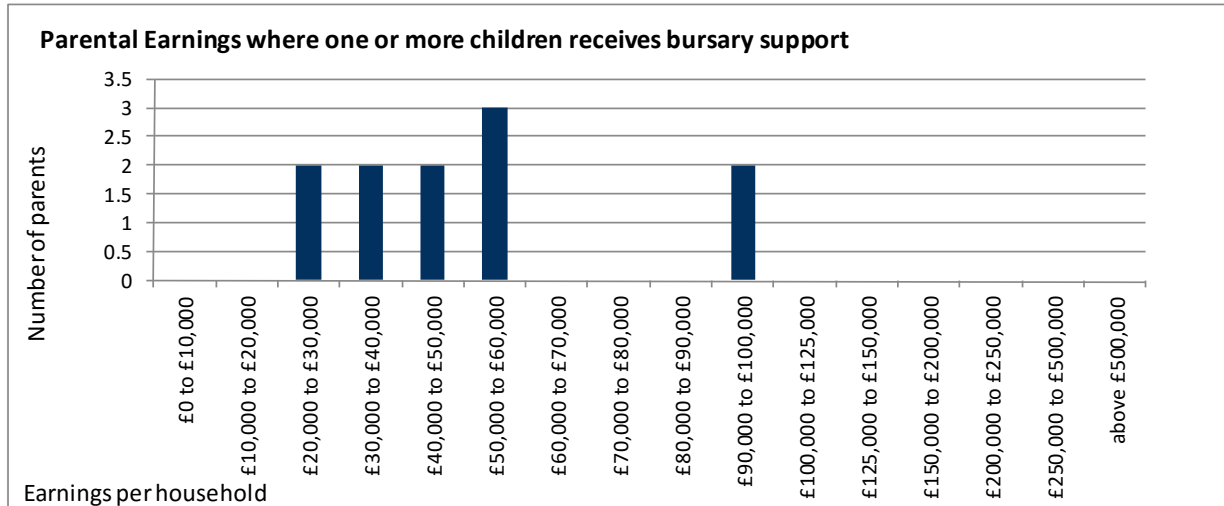
Looking in more detail at this same group of parents 56% of them had a mortgage, 57% were supporting other children at university and 21% were paying fees at schools other than Example Day Boarding School.

PUPILS RECEIVING BURSARY SUPPORT

Most schools provide some form of means-tested bursary support. This section looks at participating pupils receiving such support.

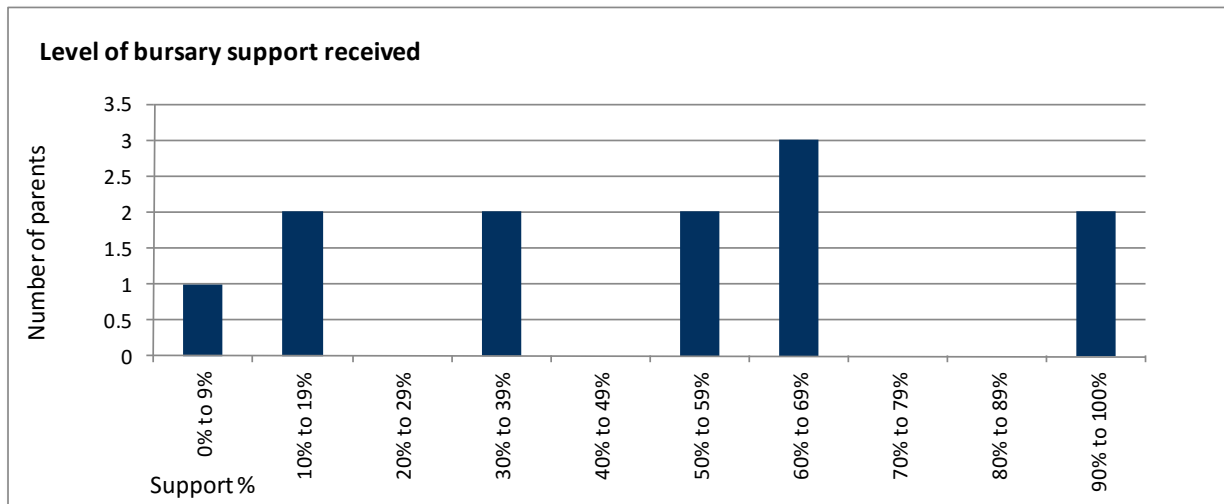
Parental earnings of bursary pupils

Out of the 331 pupils covered by this survey 12 were in receipt of bursary. The graph below shows the household earnings profile of families where at least one child is in receipt of bursary support.



Fee remission profile of bursary pupils

The pie chart below then shows the level of bursary support provided by Example Day Boarding School to these parents/pupils.



Fee affordability for bursary pupils

One might suppose that parents with children receiving bursaries would feel that fees are more affordable than those who did not. The average affordability rating given by parents receiving bursary support was 1.36 compared with an average affordability rating of 3.

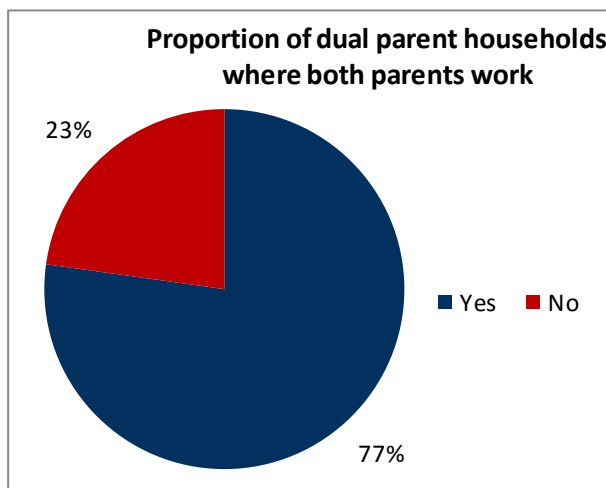
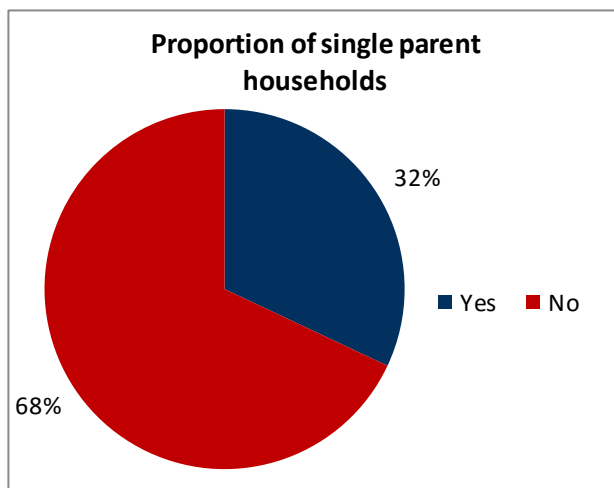
The rating may also vary with the level of bursary support. So the affordability rating was 1.33 for parents with children receiving between 0% and 29% bursary support, 1.43 for parents with children receiving between 30% and 69% bursary and 1.00 for parents with children receiving 70% or over bursary support.

YOUR PARENTS' WORKING LIVES

Nearly all parents have to work hard to pay school fees. This may mean both parents working, juggling busy lives to fit in with the school run, unexpected meetings and getting home late. This section examines your parents' working lives.

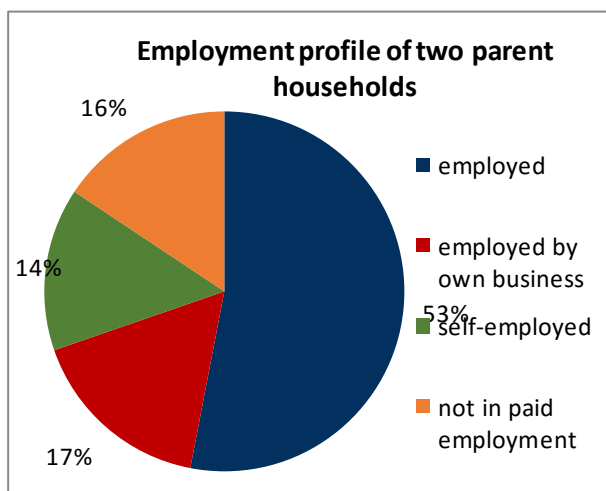
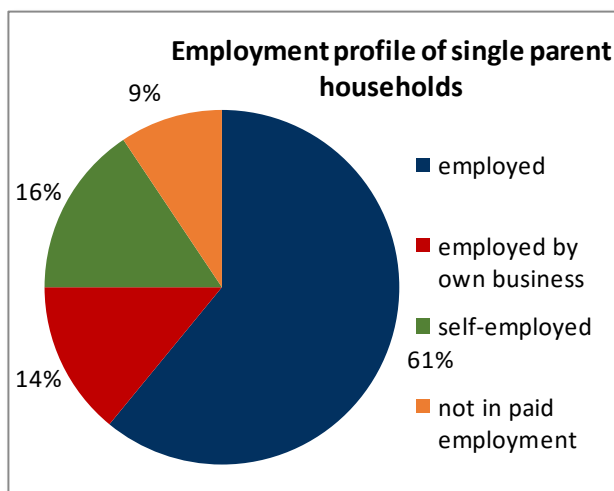
Family profile of your parents

The pie charts below show the high-level family circumstances of your parents. The first pie chart shows the percentage of single parent versus two-parent households and the second pie chart shows, for the two-parent households only, whether both parents "work" i.e. are in paid employment or self-employment.



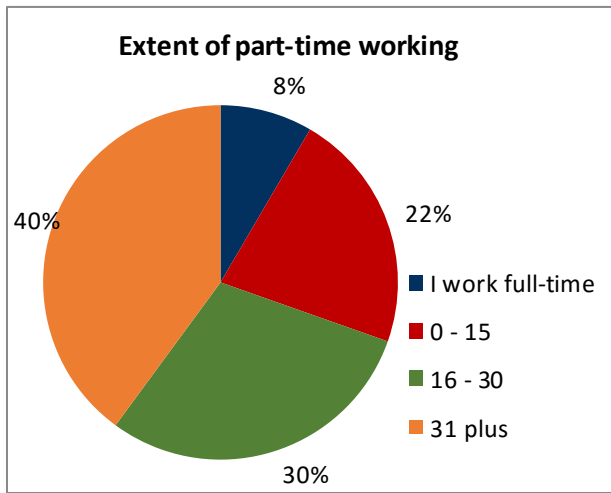
Employment profile of your parents

The pie chart below shows the employment status of your parents, firstly for single-parent households and then two-parent households.



Part-time working

Not all parents work full-time. The pie chart below shows the split of working hours for all parents apart from those who said they were not in paid employment.

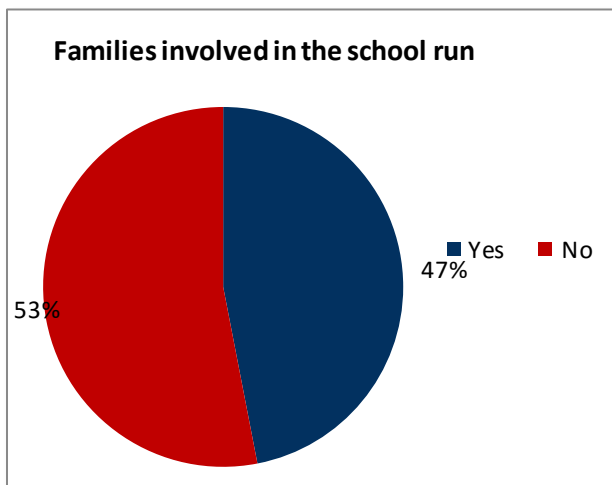


THE SCHOOL RUN

The “school run” is a familiar feature of many parents’ lives. This section examines how many of your families are involved in the school run i.e. rather than their children getting school transport or public transport or getting to school under their own steam. The section then looks at how long the school run takes and how easily the school run fits into parents’ working lives. The aim of this section is to allow schools to consider any further measures which they could put in place to help parents – whether by extending school transport or providing before or after school activities or supervision.

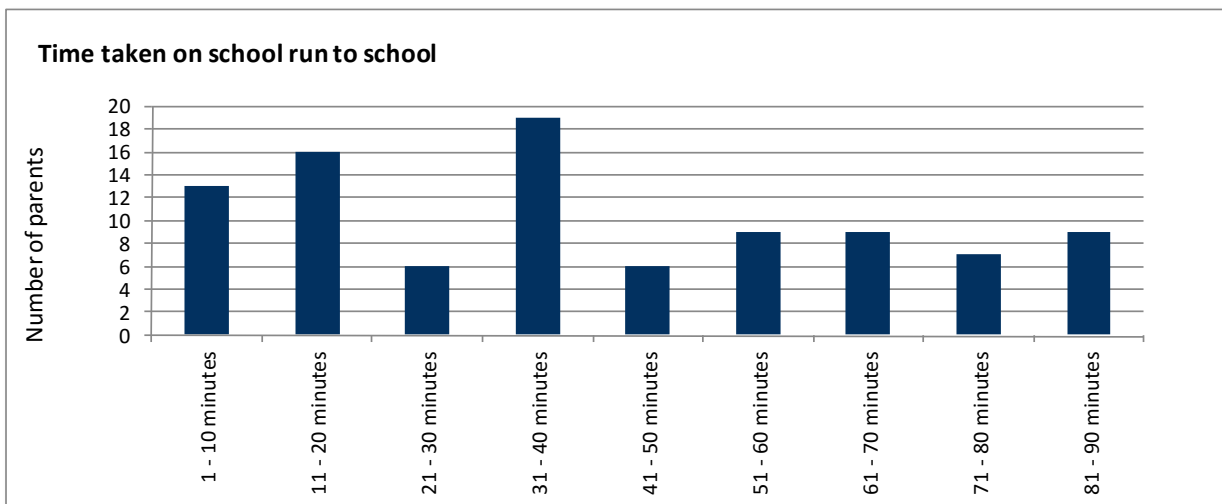
Number of families doing the daily school run

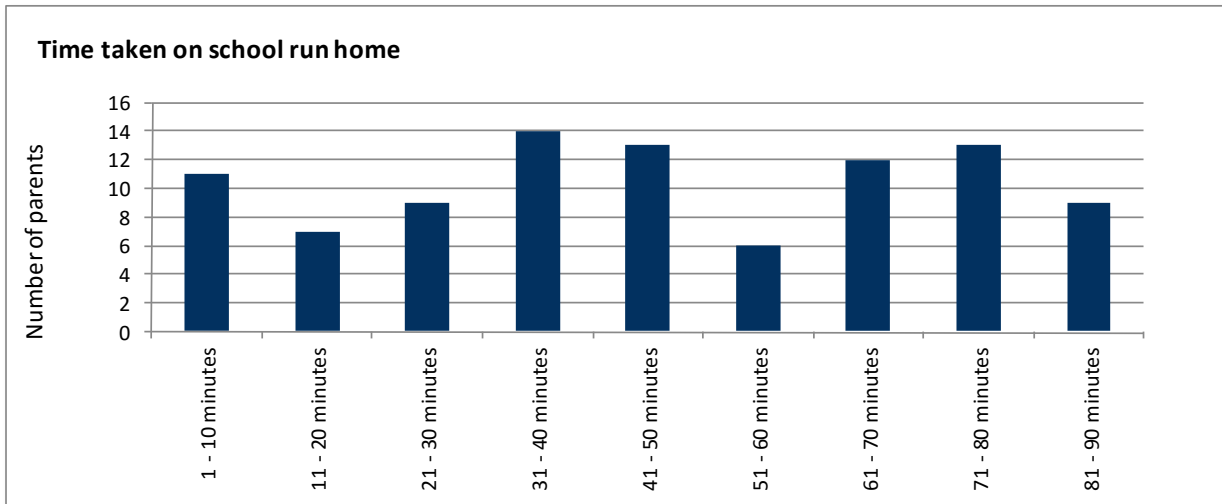
The pie chart below shows the proportion of families undertaking the daily school run, expressed as a proportion of all families with day and/or flexi boarding pupils.



Time taken on the school run

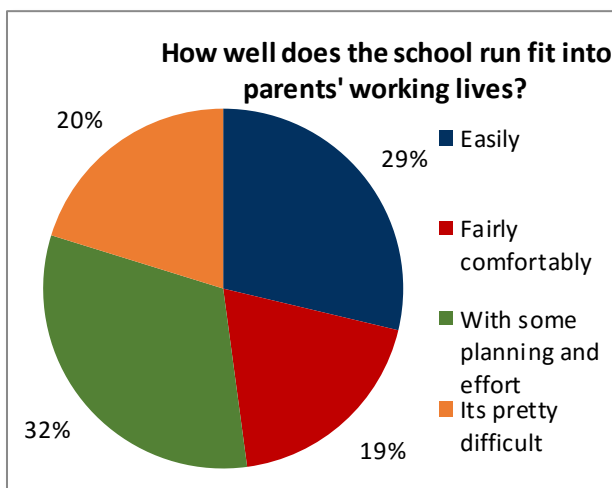
The two bar charts below show, for those families involved in the school run, how long each day the journey typically takes them, firstly to get to school and then to get home. Please note that if schools wish to look at the areas of home travel times and transport in more detail we collected data on the first part of parental postcodes e.g. BS48 and, although it is not in this standard report, we would be happy to provide you with more information in this area.





How well does the school run fit in with parents' working lives?

Some parents live close to the school or work part-time and the school run is therefore relatively easy. Others live further away, work full-time and the school run is a nightmare. The pie chart below shows how well the school run fits into the working lives of your parents.

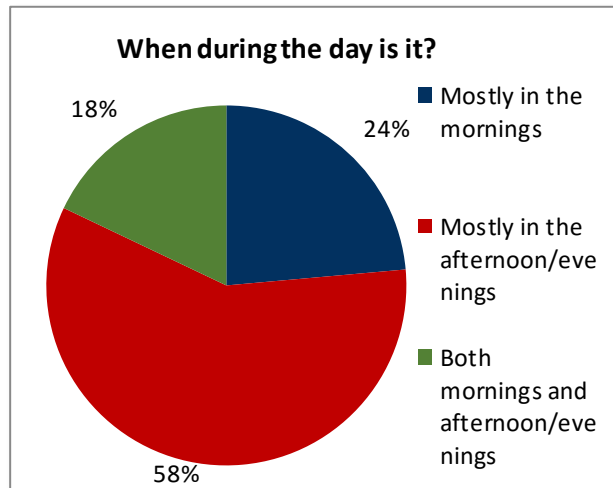
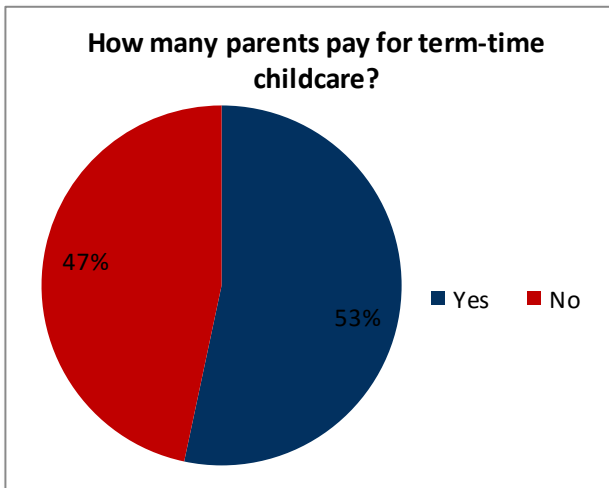


TERM-TIME CHILDCARE

Unless one parent does not work (or at least work full-time) getting children to school and picking them up and caring for them in the afternoons can be very difficult. This section looks at how long parents' working days are and then, in the term-time, how many parents pay for childcare, how many hours per week they pay for and when during the day it is. The aim of this section is to allow schools to consider any further measures which they can put in place to help parents – maybe by providing before or after school activities, supervision or even morning or evening meals if they are not provided routinely.

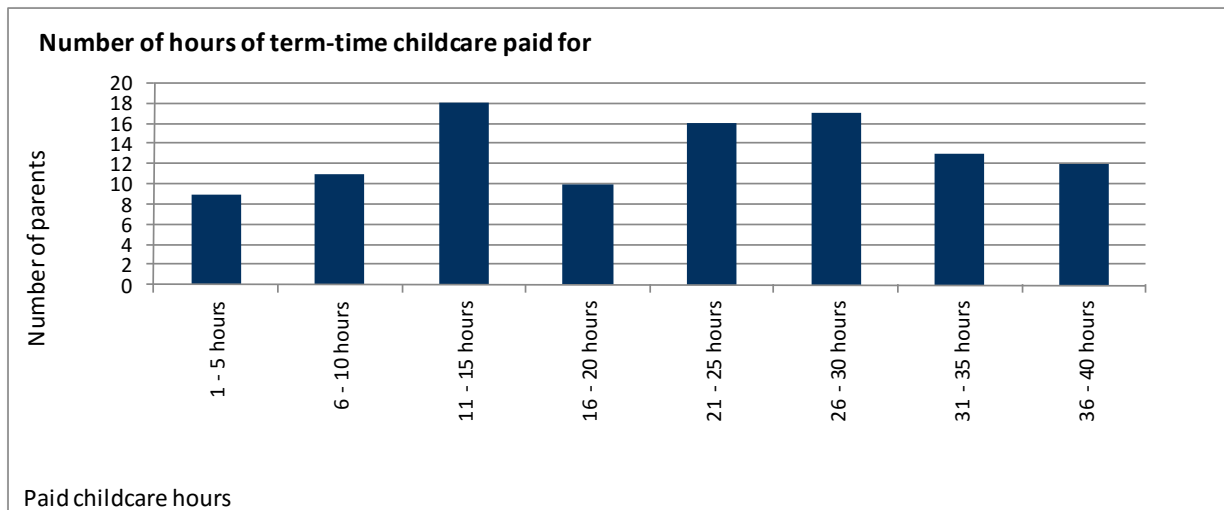
How many parents pay for childcare in the term-time and when during the day is it?

The pie charts below show the proportion of families who pay for childcare in the term-time and then when during the day this childcare is paid for.



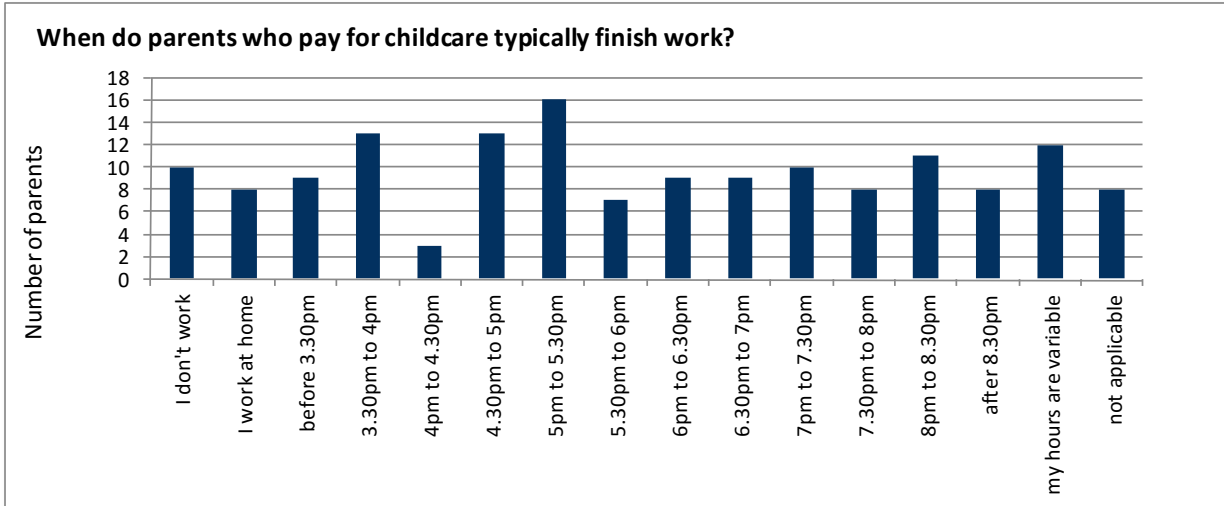
How many hours of term-time childcare are parents paying for?

The graph below shows, for those families who pay for term-time childcare, how many hours in a typical week they pay for. Note that the survey asked for total hours i.e. for all children.



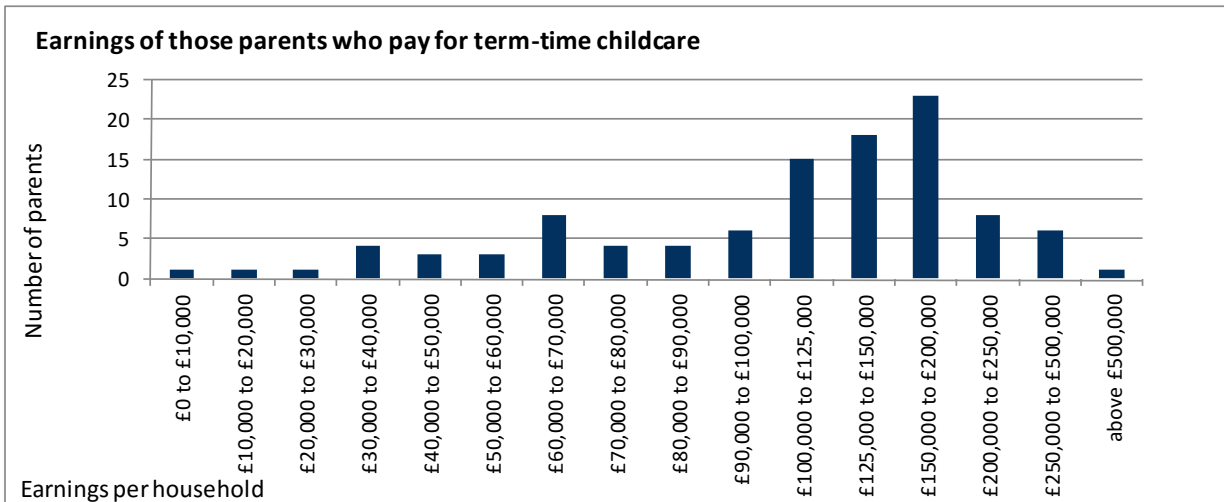
What time do those parents who are paying for childcare typically finish work?

The graph below shows, for those families who pay for term-time childcare, the time of day when parents typically finish work. Note that we have not attempted, for a 2-parent family, to consider which parent finishes work first. We have instead looked at the time any parent in families paying for childcare finish work, to give schools a feel for the extent of challenges facing parents. Note that we have also not attempted to factor in commute times – schools will need to factor approximate commute times in their local area into their reading of the data.



Earnings of those who pay for term-time childcare

The graph below shows, for those families who pay for term-time childcare, the level of household earnings in 2015/16.

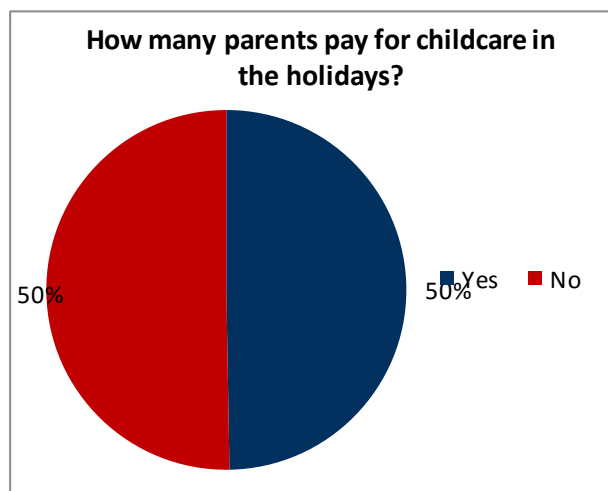
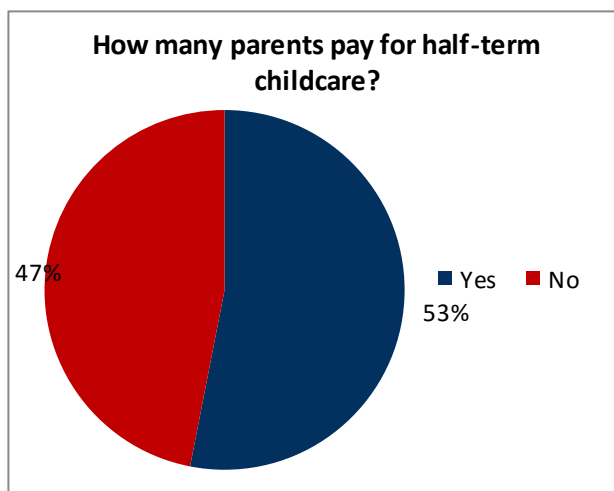


CHILDCARE IN HALF-TERMS AND HOLIDAYS

This section looks at the challenges faced by parents in looking after their children in half-terms and holidays. We asked the extent to which such parents paid for childcare, how many hours per week they pay for and overall how difficult they find half-terms and holiday childcare as being. For parents who paid for such childcare and then for those who said that half-term and holiday childcare was particularly difficult we then looked at household earnings for these groups. The aim of this section is to allow schools to consider any further measures which they can put in place to help parents – maybe by half-term and holiday activities and clubs and to assess the extent to which such help might be welcomed and afforded by parents. In this section we exclude any parents who do not live in the UK.

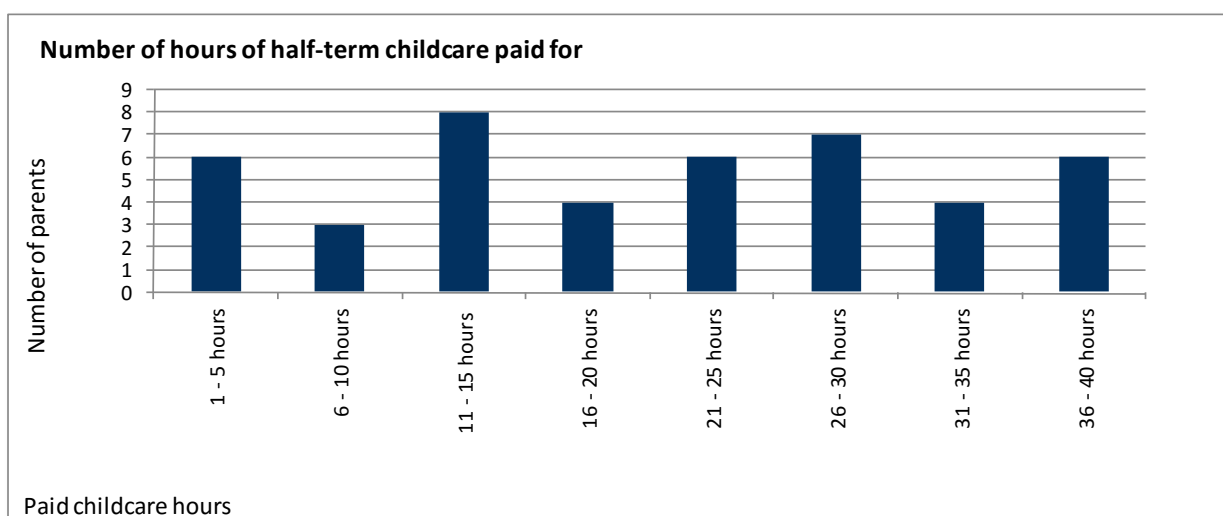
How many parents pay for childcare in half-terms and holidays?

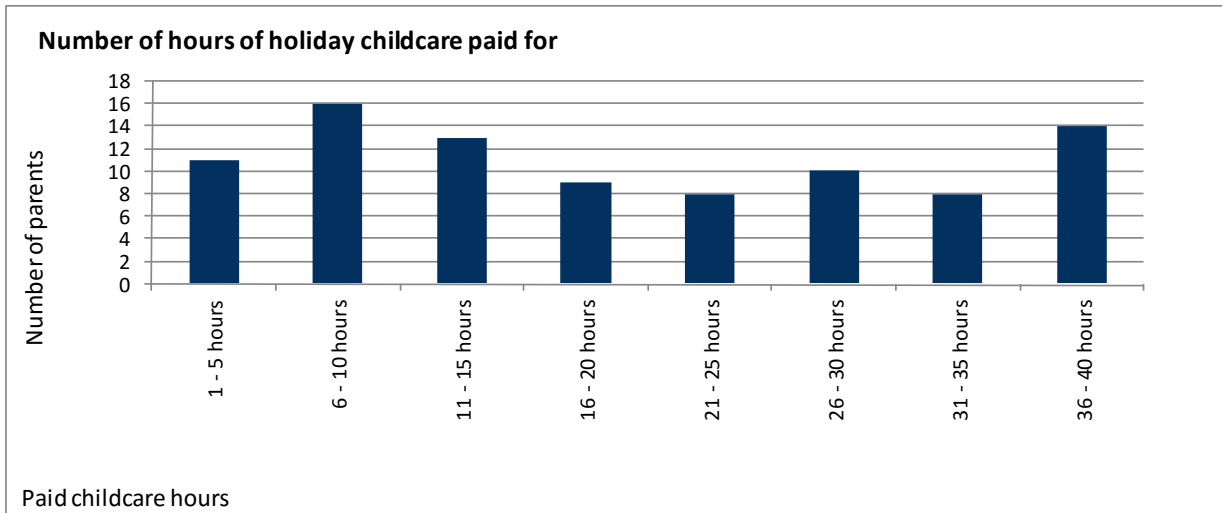
The pie charts below show the proportion of families who pay for childcare in half-terms and then in the holidays.



How many hours of half-term and holiday childcare are parents paying for?

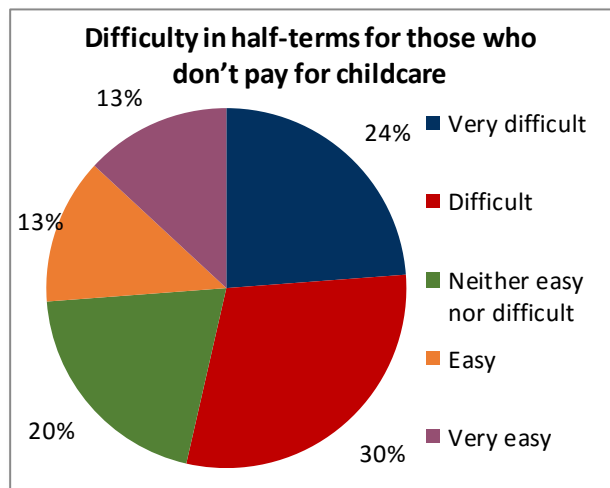
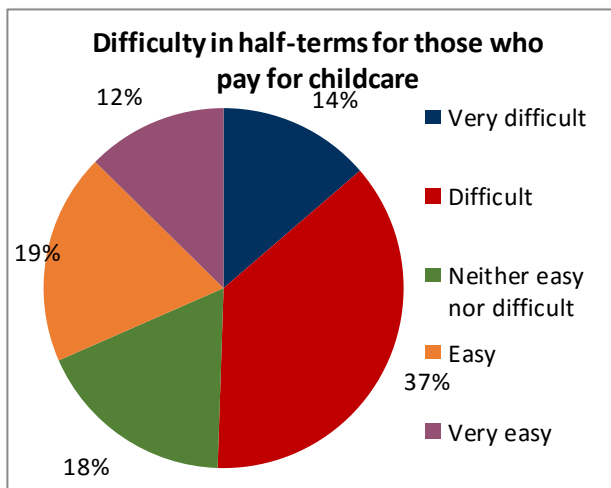
The following graphs below show, for those families who pay for half-term and then holiday childcare, how many hours in a typical week they pay for. Note that the survey asked for total hours i.e. for all children.

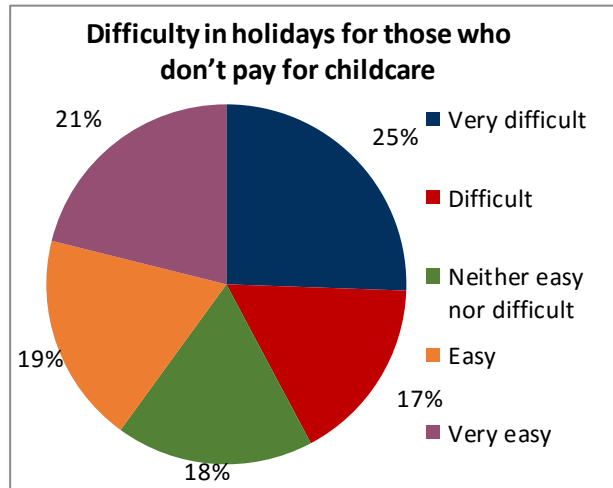
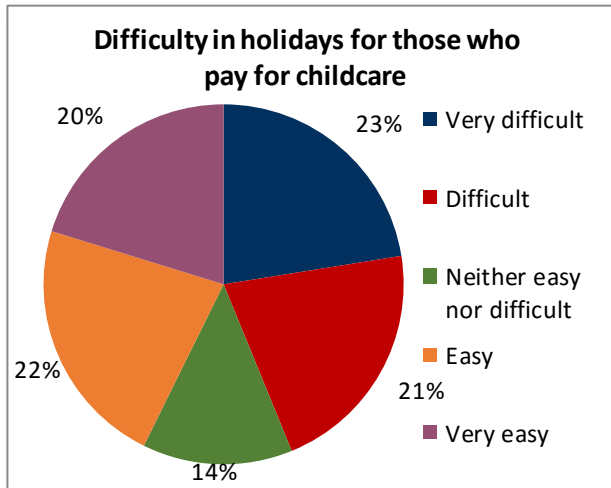




How difficult are half-terms and holidays in terms of childcare?

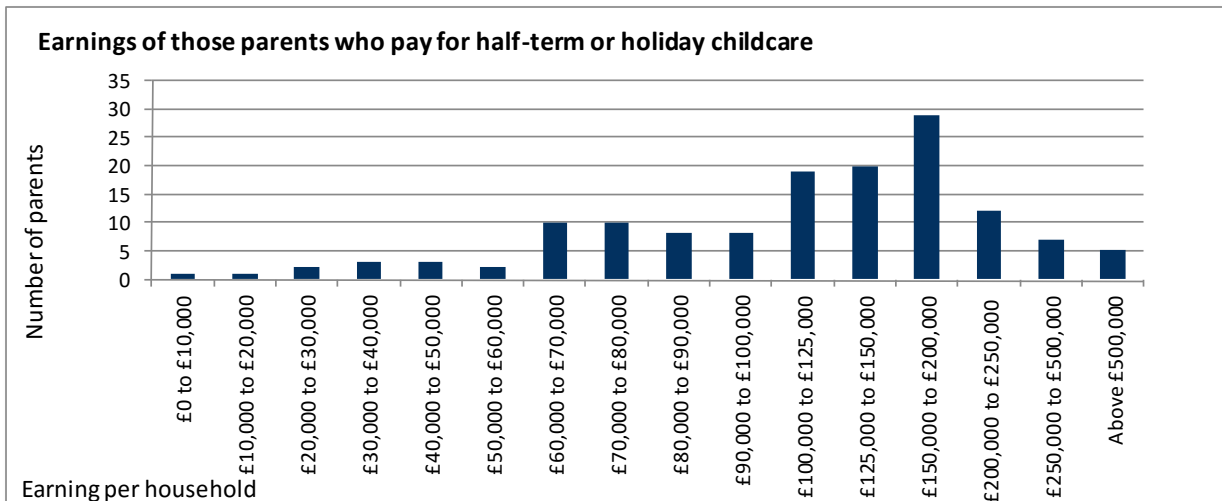
The pie charts below show, firstly for families who pay for childcare and then for those who don't, how difficult looking after their children is both in half-terms and in the holidays.





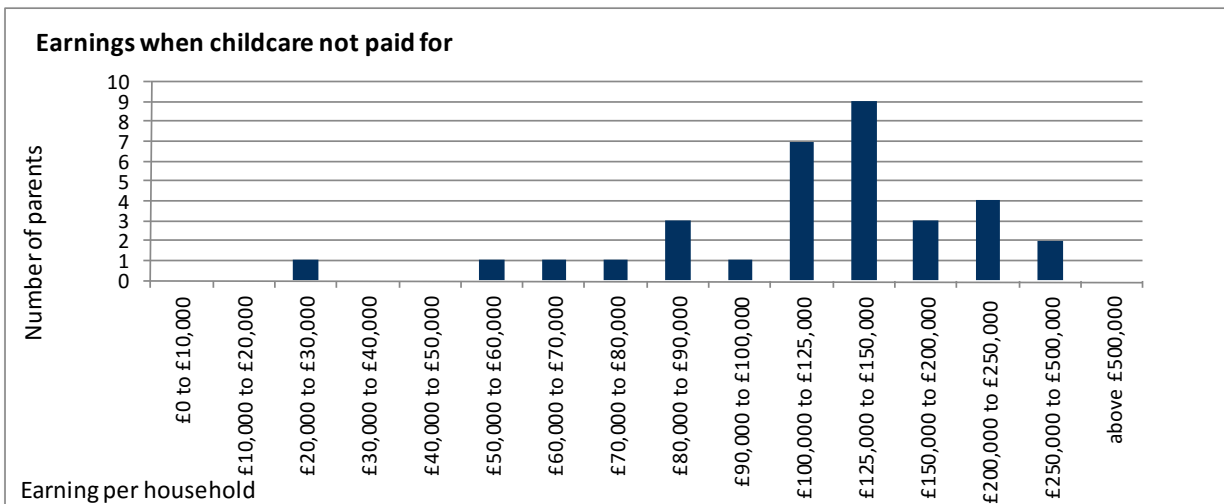
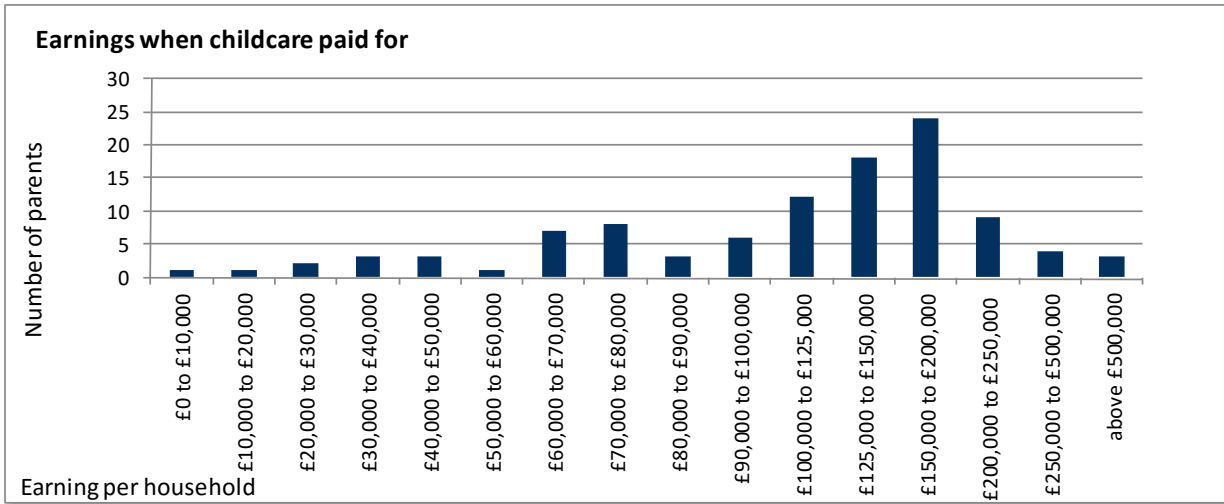
Earnings of those who pay for half-term or holiday childcare

The graph below shows, for those families who pay for either half-term or holiday childcare, the level of household earnings in 2015/16.



Earnings of those who find half-term and holiday childcare difficult

The graphs below show the level of household earnings for those families who find half-term and holiday childcare difficult (as indicated by their answering “difficult” or “very difficult”), firstly if they pay for half-term and/or holiday childcare and secondly if they do not. As this is the group of parents most in need of help schools may wish to focus their thoughts on how they might be able to help or support this group of parents.



BOARDING – WHO BOARDS AND WHY?

This section looks at the subject of boarding and why parents have chosen boarding as an option. Clearly only some of these reasons are time or money related but the results should enable management to see the extent to which these are influencing factors.

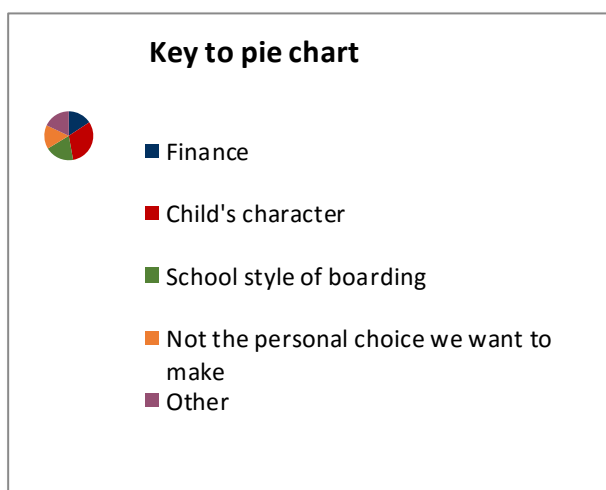
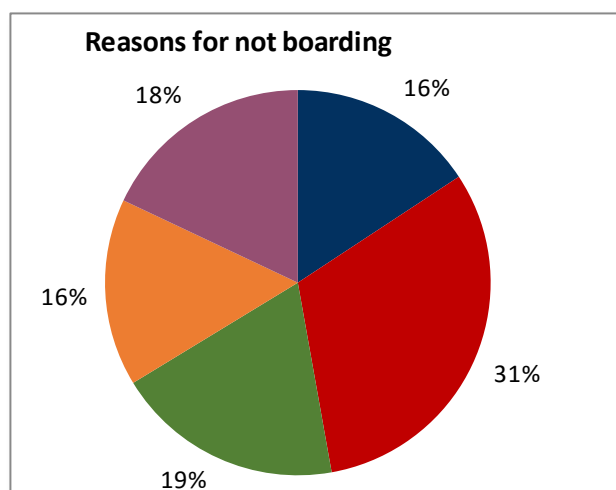
Boarding and day pupil profile

The table below shows the number of day and boarding pupils included in this survey, with boarding numbers split between flexi-boarding, weekly boarding and full boarding. The second column shows these numbers in percentage terms and can be compared with the final column showing the percentages for the school as a whole.

Key Indicator	Survey Numbers	Survey Percentage	School percentage
Day pupils	202	61	60
Flexi boarders	27	8	10
Weekly boarders	39	12	10
Full boarders	63	19	20
Total	331		
International boarding numbers included in boarding numbers above	5	4	

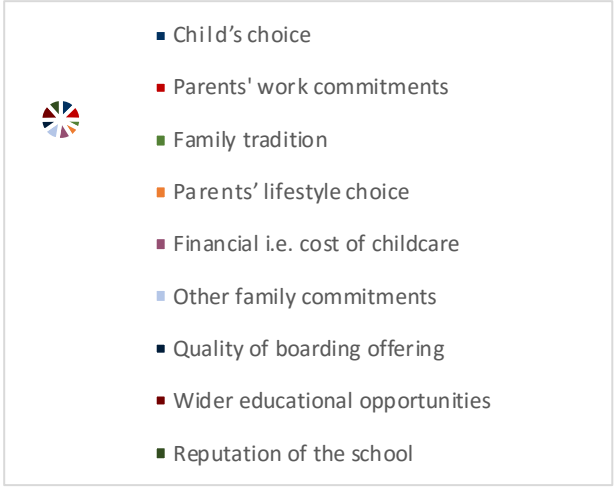
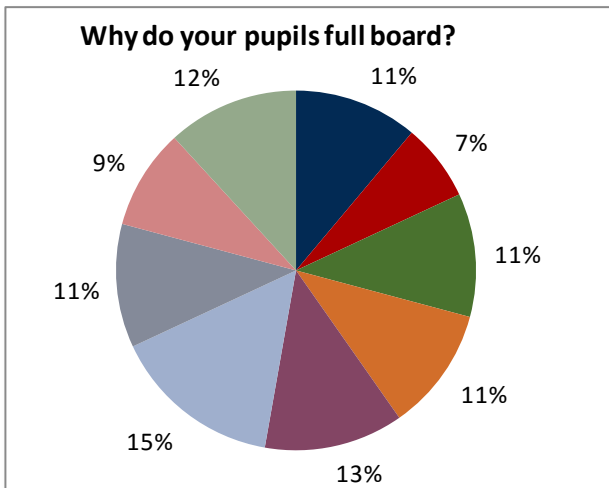
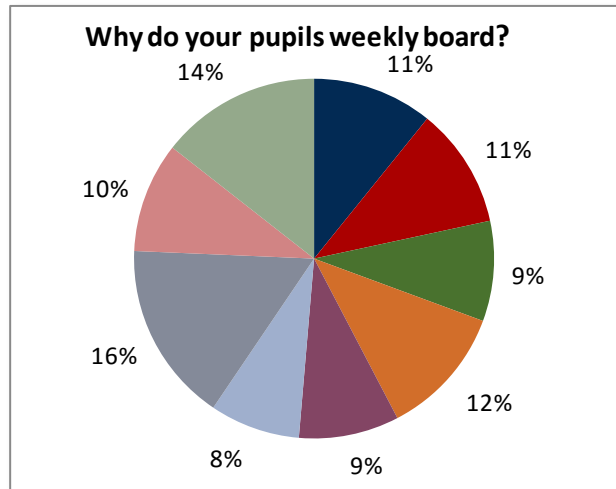
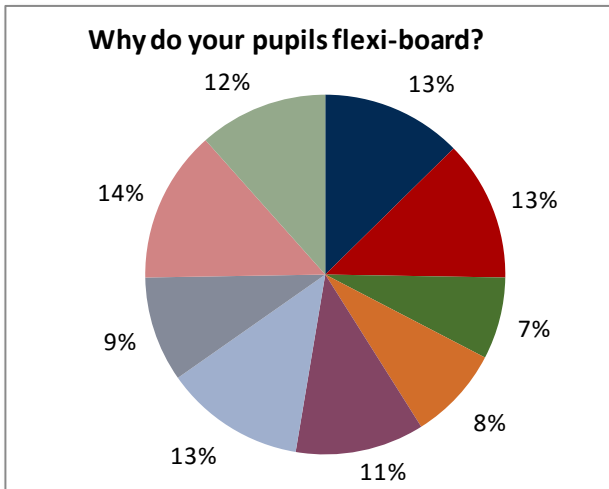
Why do your day pupils not board?

In any boarding school pupils (if they are at the right age) have a choice to board but some (or many) choose not to do so. For each parent who had a child of boarding age who did not board at Example Day Boarding School we asked parents for the main reasons why this was. Again some are time and money-related, others are not. The results are shown in the pie chart below.



Why do your boarders board?

Parents (or indeed their children) may choose to board for many reasons, some of which may be due to time, work and earnings pressures in busy parental lives. The three pie charts below show, for each class of boarder, why parents said their children boarded.

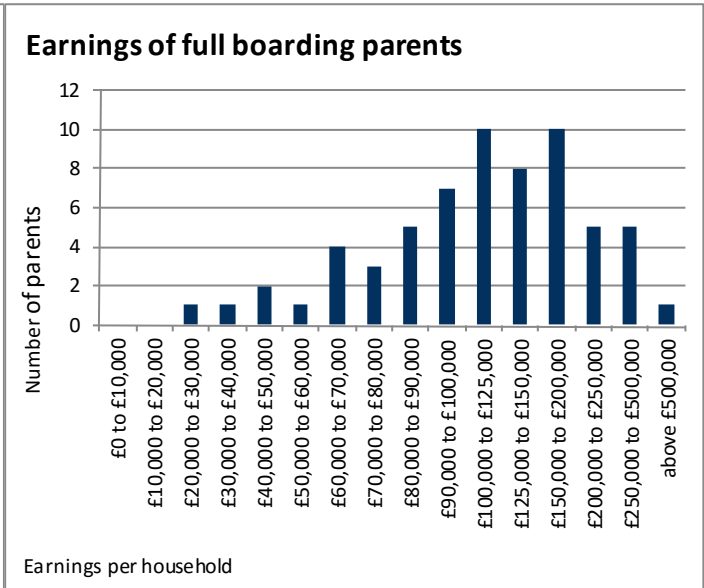
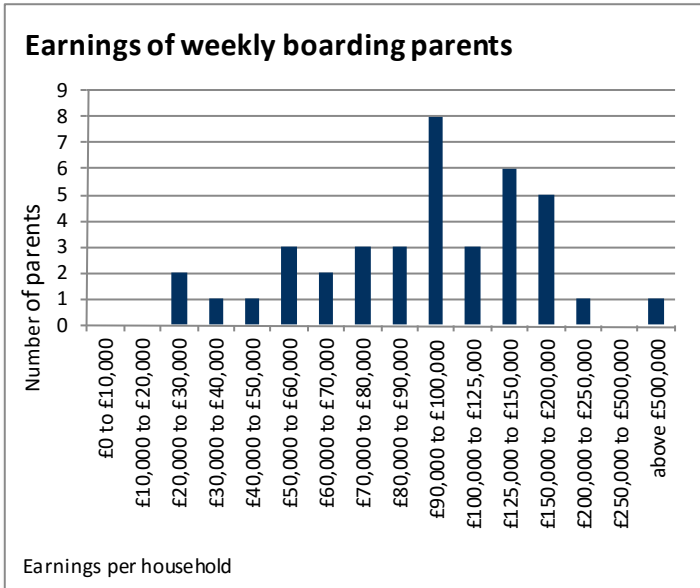
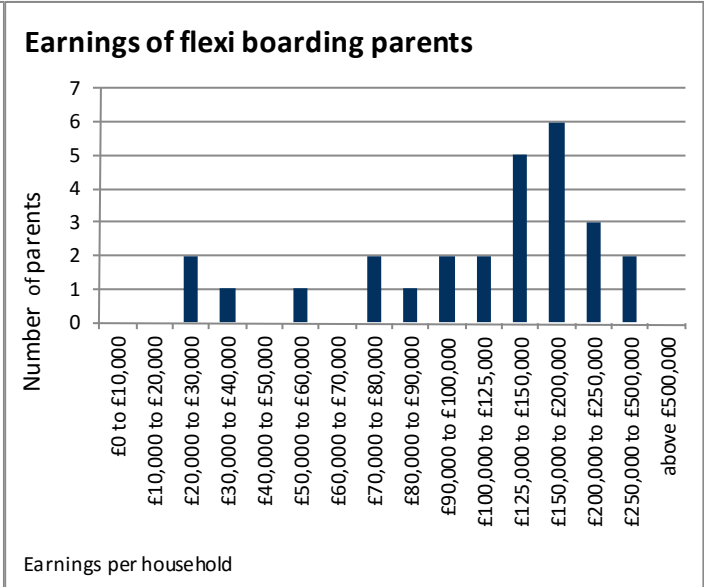
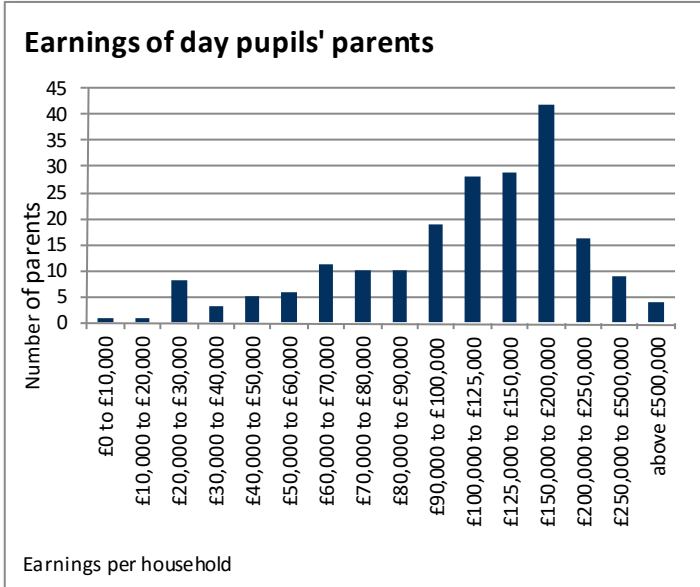


BOARDING – HOW DO EARNINGS VARY BETWEEN DAY AND BOARDING PARENTS?

This section considers how some of the key earnings and time information provided earlier in this report vary depending on whether pupils board or not. We also consider different types of boarding i.e. flexi boarding, weekly boarding and full boarding. We accept that in each boarding school these boarding alternatives may be called different things and vary slightly, but using these four broad categories allows us to report back to you in a consistent way.

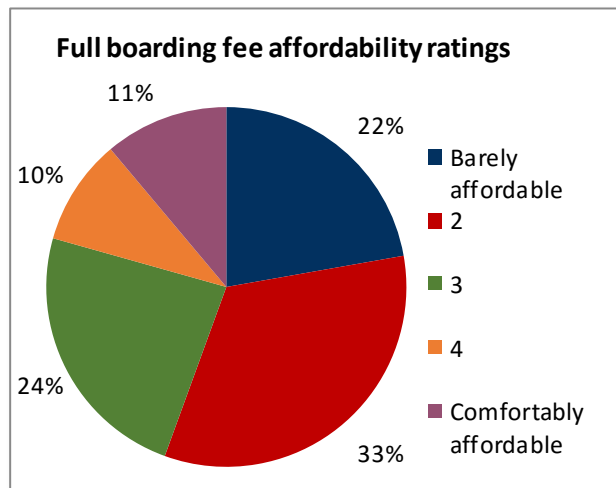
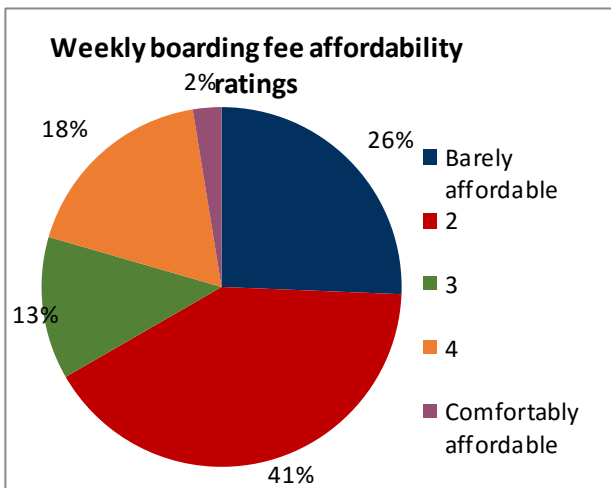
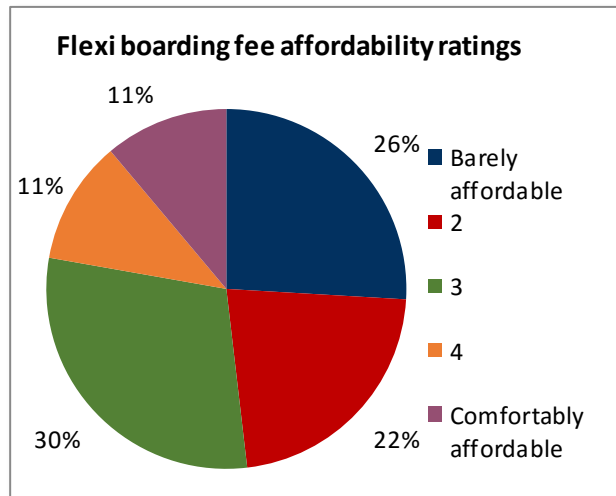
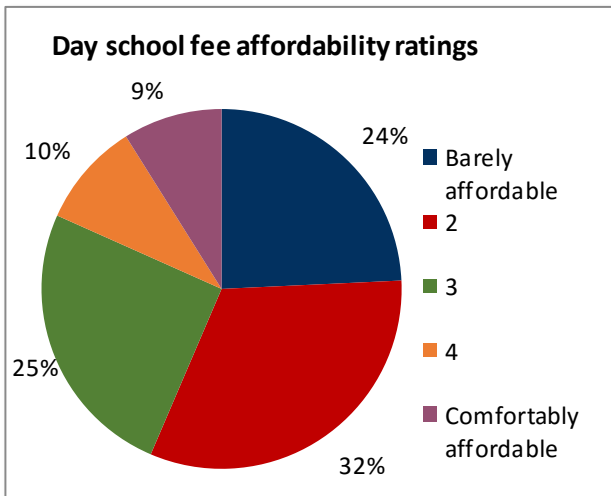
Earnings by type of fee

Earlier in the report we provided parental earnings data for the school as a whole. However, in boarding schools there are often a variety of educational choices ranging from day to full boarding. We have set out below earnings graphs for each of the four main fee and educational choices.



Affordability ratings by type of fee

We have set out below affordability ratings pie charts for each of the four main fee and educational choices.



Affordability ratings by level of earnings and type of fee

We have set out below the median and mean levels of earnings for each level of affordability ratings and each type of fee.

Affordability rating by type of fee	Day Parent	Weekly Boarder	Flexi Boarder	Full Boarder
Affordability rating	Mean	Mean	Mean	Mean
1 Barely affordable	75,811	61,667	81,000	75,833
2	107,296	111,667	82,000	96,806
3	154,803	166,071	118,500	166,667
4	190,833	241,667	171,429	202,083
5 Comfortably affordable	203,571	258,333		262,500
All ratings	128,480	148,100	100,855	139,298

BOARDING – HOW DO CHILDCARE CHOICES VARY BETWEEN DAY AND BOARDING PARENTS?

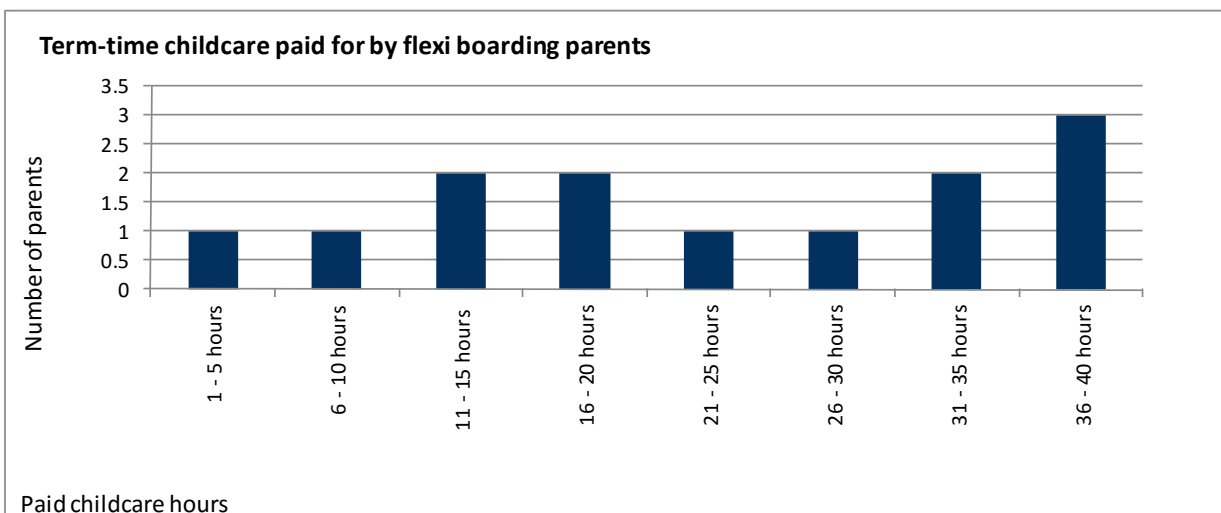
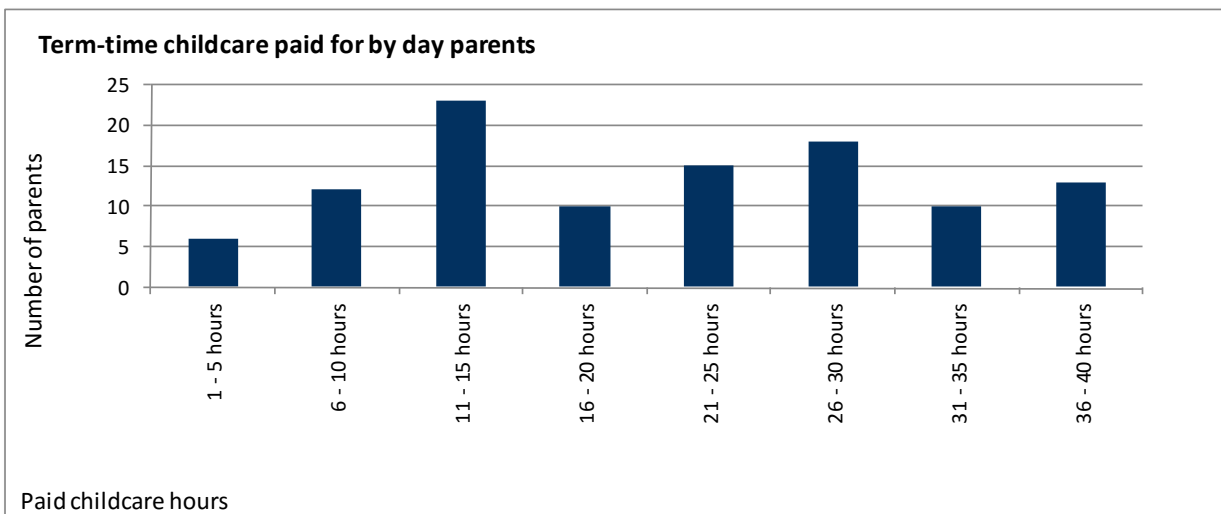
Paying for childcare is, for most parents who do so, a trade-off between time and money. So is the opportunity to work longer or work away from home, or to pursue other interests, or to carry out other family responsibilities or commitments “worth” the cost of that childcare and the lower level of direct contact with their children that this envisages? Each parent makes this choice for themselves and this section looks at how these choices vary for both term-time and half-term/holidays childcare.

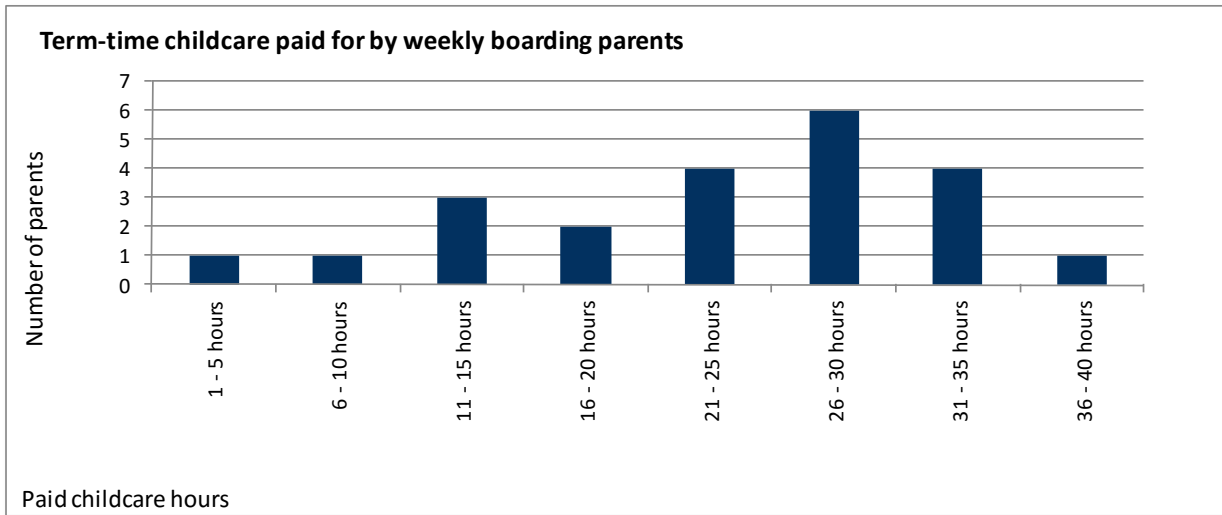
Parents who choose term-time childcare when boarding options are available are presumably taking different views on the childcare/boarding balance than those who choose to term-time board, whether through weekly boarding or flexi-boarding alternatives. The first section below therefore looks at how many hours’ childcare are paid for in the term-time by (in turn) day, flexi-boarding and weekly boarding parents. Term-time childcare is of course not relevant for full-boarding parents nor is it for the majority of weekly boarding parents.

The second section then looks at paid childcare in half-terms and in the holidays and how this varies by type of pupil – day pupils, flexi and weekly boarders (taken together) and then full boarders, firstly UK boarders and then international boarders. Clearly childcare paid in the holidays by international parents is something of less direct interest or relevance to a school, although if this were to be taking place to a large extent, this might encourage a school to offer further holiday activities and choices for such children.

Hours of term-time childcare paid by boarding and day parents

The graphs below show, for those families who pay for term-time childcare, how many hours in a typical week they pay for, split between day, flexi-boarding and weekly boarding parents. Note that the survey asked for total hours i.e. for all children combined.





Hours of half-term and holiday childcare paid for by boarding and day parents

The graphs below show, for those families who pay for half-term and then holiday childcare, how many hours in a typical week they pay for, split between day, flexi-boarding and weekly boarding parents (taken together) and then full boarding parents, with the latter graph split between UK and international boarders. Note that the survey asked for total hours i.e. added up for all children.

